



Now, talk with your friends to see how your points of view are different. Write down four differences between your point of view and your friends' using the vocabulary words above.

Example: I'm a very rational person – I always am in control of myself and rarely do crazy things, while my friend Ben is completely irrational and always doing crazy things.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Text: A Blind Date

Puntsok stood outside the restaurant, terrified of going in. For inside waited his blind date: Drolma.

Puntsok's friend Tsering had set up this date a week earlier. But whereas Tsering was excited and optimistic about the upcoming date, Puntsok was feeling pessimistic and worried.

"I don't like meeting girls on blind dates (男女初次约会 མོ་མོས་ཐོག་དང་མོའི་དུས་ཆད) like this", Puntsok

had said to Tsering the night before the date was to happen. "Although I'm not very sociable, I would still rather meet them myself."

"Puntsok", Tsering said, "you haven't had a girlfriend in two years! I needed to do something. If I hadn't organized this date, you would be spending tomorrow night watching TV by yourself. And you should be excited – my friend Drolma is a beautiful, lively, intelligent and interesting girl. You'll love her!"

"I don't know", said Puntsok. "Why would she like me? She has no reason to like me...what if our personalities don't match? Maybe she'll reject me instead. And besides, I don't even know her! Your argument is so irrational – it makes no sense!"

"Don't be so skeptical," said Tsering. "You're just a bit nervous – that's perfectly normal before a date! Don't worry - it will all go perfectly."

So now, Puntsok found himself outside of the restaurant. He took a deep breath, pushed open the door and walked inside.

He looked around but didn't see anyone who might be Drolma. He looked at his watch in panic, then felt relief: he was ten minutes early, so she probably hadn't arrived yet. He sat down to wait.

Thirty minutes later, a beautiful young woman walked through the door. She was wearing a beautiful robe and her eyes sparkled as she looked around the room. Finally her eyes rested on Puntsok.

"Are you Puntsok?" she asked.



Puntsok stammered (结结巴巴地说 རྒྱུ་ཞུ་བ་ཀྱིས་བཤད་པ) a bit, lost for words when faced with her beauty. “Yes, I am,” he said. “Would you join me for dinner?”

They sat down and started to talk. At first, Puntsok was completely intimidated (胆怯, 怯场 ཉང་སངས་བ) by Drolma. Her beauty, her strong, confident personality and her sparkling eyes made him feel small and weak. “Why did I ever agree to this?” he thought. “Tsering was totally unrealistic - she’s far too good for me! She’ll find a man who is stronger and more intelligent instead.”

But the more they talked, the more Puntsok’s unease disappeared. The two were in many ways complete opposites. During a discussion of American politics, he discovered that she was liberal, supporting change, freedom and progress – as well as the American Democratic Party (美国民主党的 ཨ་རིའི་དམངས་གཙོ་ཏང་གི). He, however, had always been conservative; he didn’t like change and he had always liked the Republicans (共和党的 རྒྱུ་མཐུན་ཏང་གི). And when they talked about their dreams for the future, he discovered more differences. He had always been very realistic about his future job prospects; he had been a good student, but he preferred to take a quiet job at a local company with a modest salary rather than do something crazy. She, however, had all sorts of crazy dreams: she wanted to become a movie star in India, but she also wanted to be a diplomat and, possibly, create a clothing company.

“Don’t you think it’s unrealistic to have all those dreams for your future?” he asked.

“Does it matter?” she asked. “They’re only dreams. I’ll try to make them happen, but who knows what the future may bring? And what’s the point of being rational and calculating (精心策划的, 蓄意的 རེ་མཁས་ཞིབ་ཚའི་འཆར་གཞི་བཟོས་བ) if the future is always uncertain?”

And that was the point where he knew that he really loved her. Although they were opposites in many things, he saw that these differences made them closer. In the end, the date was a complete success! They ended up talking for hours about their lives and interests and wishes and hopes.

It was completely illogical, he thought as he went home, that they were so different but nevertheless interested in and attracted to each other. But Tsering told him the next day not to think too much about it.

“Love isn’t logical”, he said. “There’s not always a reason for love – it just happens. I’m so happy that the two of you got along well!”

Puntsok later apologized to Tsering for having been so cynical and mistrustful about the date. For as it happened, he and Drolma got along really well – well enough to get married two years later!

### Reading Comprehension Questions

1. Why was Puntsok terrified to go into the restaurant?

2. How did Puntsok feel about the date?

3. Why did Tsering organize the date? How did he feel about it?

4. What did Tsering say to Puntsok before the date? Why?

5. What happened when Puntsok went into the restaurant?

6. How did Drolma look?

7. How did Puntsok feel at first when talking to Drolma?

8. Did these feelings change later? How?

9. How were Puntsok and Drolma different? (2 sentences or more)

10. What were Puntsok's and Drolma's dreams for the future – and how were they different?

11. Was the date successful? Why or why not?

12. What did Tsering say about the date?

13. What happened with Puntsok's and Drolma's relationship?

## Grammar: Conjunctions

Conjunctions connect different parts of a sentence – different things, people, places, ideas, actions or qualities. You already know some conjunctions, such as “but” “if” “and” “or” and “because”. For example:

འབྲེལ་ཚིག་ནི་ཚིག་མི་འདྲ་བ་པའི་ཚུན་འབྲེལ་བ་ཆགས་བྱེད་ཡིན། མི་འདྲ་བའི་དངོས་བོ། མི། ས་ཆ། བསམ་ཚུལ། བྱ་སྤྱོད། རྒྱ་  
སྤྲུལ་སྟངས། རྒྱུད་ཀྱིས་ཤེས་ཟིན་པའི་འབྲེལ་ཚིག་འགའ་ཏེ། དཔེར་ན་“but” “if” “and” “or” དང་ “because”.

- ☐ Should I eat chicken or beef for dinner tonight?
- ☐ She was angry because her boyfriend forgot to meet her.
- ☐ I would go to bed now if only I were finished my homework.
- ☐ Luke won the running race and the throwing competition.

For reference, see Appendix 9 – Common Conjunctions at the end of this book.

Exercise 1: Make sentences using the conjunctions below

1. although \_\_\_\_\_
2. and \_\_\_\_\_
3. or \_\_\_\_\_
4. because \_\_\_\_\_
5. but \_\_\_\_\_
6. since \_\_\_\_\_
7. so \_\_\_\_\_

8. unless \_\_\_\_\_
9. until \_\_\_\_\_
10. when \_\_\_\_\_

Exercise 2: Complete the sentences using and, so, when, because, but or as

1. I am sad \_\_\_\_\_ depressed.
2. I am sad \_\_\_\_\_ we have math class now.
3. I am sad because I did badly on the test \_\_\_\_\_ hopeful for the future.
4. I am sad \_\_\_\_\_ it is raining.
5. I am sad, \_\_\_\_\_ I won't be coming to the party tonight.
6. I will study hard \_\_\_\_\_ I want to become a doctor.
7. Tashi was working on his house \_\_\_\_\_ it started to rain.
8. He went to Xining, \_\_\_\_\_ he forgot to take any money with him.
9. I will be at the airport \_\_\_\_\_ you arrive.
10. He wants to become a doctor, \_\_\_\_\_ there is no doctor in his village.
11. I don't know whether to laugh \_\_\_\_\_ cry.
12. Lobsang didn't finish his homework, \_\_\_\_\_ the teacher was very angry.
13. You need to study both English \_\_\_\_\_ math for the test.
14. Do you want to travel to Zeku \_\_\_\_\_ Labrang?
15. I know - you're angry \_\_\_\_\_ I was late to our date!

Exercise 3: Complete the sentences using although, and, because, but, or, since, so, unless, until, when.

1. Things were different \_\_\_\_\_ I was young.
2. I enjoy playing basketball, \_\_\_\_\_ I'm a very bad player.
3. Let's wait here \_\_\_\_\_ the rain stops.
4. You cannot be a lawyer \_\_\_\_\_ you have a law degree (学位 བསྐྱབ་གནས).
5. \_\_\_\_\_ he is a good student, he really hates studying.
6. Abby has not called Jack \_\_\_\_\_ she broke up with him last week.
7. I saw him leaving an hour \_\_\_\_\_ two ago.
8. This is an expensive \_\_\_\_\_ very useful book.
9. We were getting tired \_\_\_\_\_ we stopped for a rest.
10. Aaron was angry \_\_\_\_\_ he heard what happened.
11. Walk quickly \_\_\_\_\_ you will be late.
12. He had to retire (退休 ལས་འགྱུར་ངལ་གསོ) \_\_\_\_\_ of bad health.
13. We will go swimming next Sunday \_\_\_\_\_ it's raining.
14. I heard a noise \_\_\_\_\_ I turned the light on.
15. Would you like a coffee \_\_\_\_\_ tea?
16. Do you know \_\_\_\_\_ Rosemary will arrive?
17. \_\_\_\_\_ the car is old, it still runs well.
18. Do you want a pen \_\_\_\_\_ a bit of paper?
19. I would like to go \_\_\_\_\_ I am too busy.
20. She will die \_\_\_\_\_ the doctors operate immediately.

### Exercise 4: Write sentences using the conjunctions below

1. unless \_\_\_\_\_
2. in case \_\_\_\_\_
3. if \_\_\_\_\_
4. as long as \_\_\_\_\_
5. when \_\_\_\_\_

### Exercise 5: Complete the sentences using unless, in case, if, as long as, or when

1. You won't learn English very fast \_\_\_\_\_ you make an effort (努力, 费力 ལུས་བསྐྱེད།) and try hard.
2. You will continue to learn \_\_\_\_\_ you work hard and stay focused.
3. You should also carry around a notebook \_\_\_\_\_ you hear or see any new English words, so you can write them down immediately.
4. There are many places you can get a job teaching in Xining, but here are some other places in Lanzhou just \_\_\_\_\_ you can't find a job in Xining.
5. Have you ever wondered \_\_\_\_\_ there is life on other planets?
6. You'll notice your English has improved \_\_\_\_\_ you start using it outside the classroom – talking to other foreigners, or watching American movies.
7. I brought some juice \_\_\_\_\_ anyone gets thirsty during the meeting.
8. I will take the job \_\_\_\_\_ the pay is low.
9. \_\_\_\_\_ you continue to train (训练, 锻炼 སྒྱུར་བཅོམ།) hard, I'm sure you can win the race at the sports meeting next week.
10. I'm going to take an umbrella \_\_\_\_\_ it rains.
11. He was walking outside \_\_\_\_\_ it started to rain.
12. \_\_\_\_\_ Lobsang is at the party, I'm not going.
13. \_\_\_\_\_ Lobsang isn't at the party, I'm not going.
14. I'll drive my motorcycle to the party \_\_\_\_\_ we want to leave early.

### Exercise 6: Write the meanings (in English!) of the conjunctions below. Then, create sentences using the conjunctions.

1. consequently = \_\_\_\_\_ because of this, as a result  
☐ example \_\_\_\_\_
2. however = \_\_\_\_\_  
☐ example \_\_\_\_\_
3. nevertheless = \_\_\_\_\_  
☐ example \_\_\_\_\_
4. while = \_\_\_\_\_  
☐ example \_\_\_\_\_
5. moreover = \_\_\_\_\_  
☐ example \_\_\_\_\_
6. instead = \_\_\_\_\_  
☐ example \_\_\_\_\_
7. rather than (or rather X than X) = \_\_\_\_\_  
☐ example \_\_\_\_\_

Exercise 7: Complete the sentences using consequently, however, nevertheless, while, moreover, instead or rather than (or rather X than X)

1. Though the weather is terrible today, he \_\_\_\_\_ decided to go on the long hike up mount Amnye Taklung.
2. My boyfriend is very handsome! And \_\_\_\_\_, he's smart and caring.
3. Because he was sick, Tashi decided to work from home \_\_\_\_\_ go to his office.
4. I don't feel like cooking tonight – let's go to a restaurant \_\_\_\_\_.
5. He's a good student; \_\_\_\_\_, he's sometimes a bit crazy in class.
6. Yontan punched Tsering in the classroom! \_\_\_\_\_, both of them were punished and forced to go without food for a week.
7. I like to eat dumplings, \_\_\_\_\_ my girlfriend likes to eat noodles.
8. I'm very busy! I have three tests tomorrow. \_\_\_\_\_, I have to finish a book report for English and a Tibetan essay. \_\_\_\_\_, I won't be able to go to bed until very late tonight.
9. \_\_\_\_\_ I enjoy watching movies, I \_\_\_\_\_ prefer reading books.
10. Lucy's boyfriend broke up with her; \_\_\_\_\_, she found a new boyfriend recently. \_\_\_\_\_, she loves this new boyfriend more than the last one. \_\_\_\_\_, she's not at all upset about the break-up.
11. You would \_\_\_\_\_ (1) have the fish \_\_\_\_\_ (2, same conj) the steak? Then I'll change my order. I'll have the steak \_\_\_\_\_.
12. I love to climb mountains. \_\_\_\_\_, I realize that the weather today is too bad to climb Amnye Shachung. Let's go tomorrow \_\_\_\_\_.

## Phrasal Verbs 8: No Object (intransitive)

The phrasal verbs we've studied so far (separable or inseparable) are all transitive, which means there is an \_\_\_\_\_ after.

- ☐ You need to clean up your room.
  - Subject \_\_\_\_\_
  - Object \_\_\_\_\_

The verbs below are intransitive phrasal verbs. Intransitive phrasal verbs are not followed by an \_\_\_\_\_.

- ☐ My car broke down yesterday.
  - Subject \_\_\_\_\_
  - Object \_\_\_\_\_

None of the verbs below take an object. Because of this they are inseparable.

Verb	Meaning	Example
Break down	Stop working (properly)	My car broke down on the road to Zeku! Can you come help me?
Break out	Happen suddenly	War broke out between the United

		States and Iraq in 2003.
Break up	End a relationship, separate	Martin and Sonia broke up? That's so sad...
Come in	Enter a room	Please come in!
Dress up	Put on nice (or special) clothing	I dressed up for Sarah and Devin's wedding last month.
Eat out	Eat at a restaurant (not at home)	Do you want to eat out tonight, or would you rather cook?
Fall down	Fall to the ground	The road was slippery with the new snow, so I fell down several times.
Fill in	To work for someone, to substitute	Our math teacher was sick, so Mr. Wang filled in for him yesterday.
Get up	1. get out of bed 2. stand up	When do you get up each morning? Please get up from your chair.
Give up	To quit doing or stop trying something	I can't make dumplings – mine are so ugly. I give up – you do it instead.
Go on	Continue	Don't stop – please go on singing.
Go out	Not stay at home	Do you want to go out with friends tonight?
Grow up	Become an adult	I grew up in Philadelphia, but I don't live there anymore.
Hang up	End a phone conversation	I hung up when we finished talking.
Move in (to)	To start living in a new house	When did you move in to the apartment next door?
Move out (of)	Leave a home, stop living somewhere	I moved out of that apartment last month.
Pick up	To improve (business)	Business really picked up this year!
Show up	To come, appear (at a place)	You certainly showed up late for class!
Sit back	Put your back on the back of a chair, to relax	Please sit back and relax while I get you something to drink.
Speak up	Speak louder	I can't hear you - please speak up! Don't be shy!
Start over	Begin again	I did the homework all wrong, so I had to start over from the beginning.
Stay up	Not go to bed	You shouldn't stay up so late every night!
Take off	Go up in an airplane	The plane took off from the Xining airport.
Turn out	To become, the result of something	He was terrible as a little child, but he turned out to be a nice young man.

Exercise 1: Complete the sentences by filling in the phrasal verbs

1. I want to make sure you're comfortable! Just sit \_\_\_\_\_ and relax – you have nothing to do today!
2. I'm so tired I can't go \_\_\_\_\_. I have to take a rest.
3. Do you want to cook tonight, or would you rather eat \_\_\_\_\_?
4. You should really get dressed \_\_\_\_\_ for the party tonight – you can't wear those old, dirty clothes!
5. I get \_\_\_\_\_ around seven every morning.
6. It's so nice to see you, Mr. Brown! Please come \_\_\_\_\_ and sit \_\_\_\_\_, and I'll make you some tea.
7. My motorcycle broke \_\_\_\_\_ in the middle of the grasslands with nobody around! I had to walk for hours before I found someone to help me.
8. I'm going to bed, but you should stay \_\_\_\_\_ and read if you want.
9. Students – please stand \_\_\_\_\_.
10. I don't want to stay home this evening – let's go \_\_\_\_\_ instead.
11. When the new phone was introduced in Shanghai, a riot (暴乱 རྩེད་འཁྱུག) broke \_\_\_\_\_ among impatient shoppers waiting to get into the store.
12. My back hurts! It must be because I slipped and fell \_\_\_\_\_ as I was walking down the snowy street.
13. Did Bob show \_\_\_\_\_ to the party tonight, or did he stay home?
14. A: Are Rob and Val getting married anytime soon?  
B: No, they're not...they broke \_\_\_\_\_ this summer!
15. Can you speak \_\_\_\_\_? I can't hear you.
16. Now that my neighbors moved \_\_\_\_\_, why don't you move \_\_\_\_\_ to their apartment so we can live close to each other?
17. My girlfriend hung \_\_\_\_\_ on me when I tried to call her! I hope nothing's wrong.
18. I can't climb this mountain – I give \_\_\_\_\_.
19. You've done this worksheet all wrong – you need to start \_\_\_\_\_.
20. The plane took \_\_\_\_\_ from the airport two hours late.
21. I know you're worried about your mother in the hospital, but I'm sure everything will turn \_\_\_\_\_ OK.

Exercise 2: Speaking - work in groups of two.

Speaker A: read the sentence with your book open.

Speaker B: finish Speaker A's sentence with your book closed.

1. When the teacher came into the classroom, all the students stood up.
2. Tonight I want to leave the house – let's go \_\_\_\_\_.
3. When you go to a wedding you should dress \_\_\_\_\_.
4. On Saturday night, Tashi went to the internet cafe and stayed \_\_\_\_\_ late.
5. The ice was slippery, and many people fell \_\_\_\_\_.
6. Yesterday, the copy machine broke \_\_\_\_\_.
7. Welcome to my home! Please sit \_\_\_\_\_.
8. Relax into the chair – please sit \_\_\_\_\_.
9. Did you hear that Kobe and his girlfriend broke \_\_\_\_\_.
10. Do you know how everything between Tsering and his girlfriend turned \_\_\_\_\_?
11. You sing beautifully! Don't stop - please go \_\_\_\_\_.
12. A war between France and England suddenly broke \_\_\_\_\_.

13. Students, please come\_\_\_\_\_!
14. I really want to eat Sichuan food but can't cook it. Tonight, let's eat\_\_\_\_\_.
15. My father can't hear very well, so make sure you speak\_\_\_\_\_.
16. I didn't see you at the meeting yesterday, and I'd thought you were going to show\_\_\_\_\_.
17. This math problem is impossible! I give\_\_\_\_\_.
18. The flight to Beijing sped up along the runway before taking\_\_\_\_\_.
19. What time did you get\_\_\_\_\_?
20. What year was that building put\_\_\_\_\_?

## Grammar: Mixed Verbs Cloze

Use any simple, continuous, perfect, or perfect continuous verb (past, present or future) to complete the story.

Last Saturday afternoon, I \_\_\_\_\_ (walk) in the mountains above Rebgong and enjoying the beautiful scenery. I \_\_\_\_\_ (walk) for several hours when I suddenly \_\_\_\_\_ (see) several large marmots (འབྲུ་བ) running towards me across the



grassland. I quickly \_\_\_\_\_ (jump) up and \_\_\_\_\_ (run) away as fast as I could. For I \_\_\_\_\_ (want) to make absolutely sure that the marmot wouldn't be able to catch me.

Why, you ask, \_\_\_\_\_ (be) I afraid of such a small animal? The evening before, I \_\_\_\_\_ (read) the story of the 2009 pneumonic plague (肺鼠疫 རྩུ་ནད) outbreak (爆发 རྒྱབ་བ) in Xinghai County. In that year, a herder's dog \_\_\_\_\_ (eat) a marmot and suddenly \_\_\_\_\_ (fall) ill. The dog soon \_\_\_\_\_ (die), and \_\_\_\_\_ (bury [passive]) by the herder. But soon after the dog \_\_\_\_\_ (bury [passive]), the herder also \_\_\_\_\_ (become) sick. It was not long before he, too, \_\_\_\_\_ (die).

At first, nobody \_\_\_\_\_ (be able to) figure out the cause of this strange illness. But soon, some doctors from Xining \_\_\_\_\_ (visit) Xinghai and \_\_\_\_\_ (test) some local people. They soon \_\_\_\_\_ (recognize) the illness as the pneumonic plague, a disease which \_\_\_\_\_ (come) to Xinghai many years earlier but, before the herder died, \_\_\_\_\_ (believe [passive]) by locals to have gone away forever. However, the doctors said that recently the plague \_\_\_\_\_ (infect) people all over the Tibetan Plateau,

and that it \_\_\_\_\_ (cause) many deaths. And lastly, they \_\_\_\_\_ (tell) the people that the disease \_\_\_\_\_ (usually/spread [passive]) by marmots.

This story \_\_\_\_\_ (be) the reason I was so afraid when seeing the marmots on my hike. I \_\_\_\_\_ (always be) worried about catching diseases like the pneumonic plague. In the future, I \_\_\_\_\_ (make sure) that I stay away from all marmots. And you should too! If you see someone who \_\_\_\_\_ (bite [passive]) by a marmot, make sure they get to the hospital as quickly as possible!

### Cloze 1 (2011 陕西师大附中一模)

Many students find the experience of attending university lectures to be a confusing and frustrating experience. The lecturer speaks for one or two hours, perhaps 1 the talk with slides, writing up important information on the blackboard, 2 reading material and giving out 3. The new student sees the other students continuously writing on notebooks and 4 what to write. Very often the student leaves the lecture 5 notes which do not catch the main points and 6 become hard even for the 7 to understand.

Most institutions provide courses which 8 new students to develop the skills they need to be 9 listeners and note-takers. 10 these are unavailable, there are many useful study-skills guides which 11 learners to practice these skills 12. In all cases it is important to 13 the problem 14 actually starting your studies.

It is important to 15 that most students have difficulty in acquiring the language skills 16 in college study. One way of 17 these difficulties is to attend the language and study-skills classes which most institutions provide throughout the 18 year. Another basic 19 is to find a study partner 20 it is possible to identify difficulties, exchange ideas and provide support.

- |                      |                 |                 |                 |
|----------------------|-----------------|-----------------|-----------------|
| 1. A. extending      | B. illustrating | C. performing   | D. conducting   |
| 2. A. attributing    | B. contributing | C. distributing | D. explaining   |
| 3. A. assignments    | B. information  | C. content      | D. definition   |
| 4. A. suspects       | B. understands  | C. wonders      | D. convinces    |
| 5. A. without        | B. with         | C. on           | D. except       |
| 6. A. what           | B. those        | C. as           | D. which        |
| 7. A. teachers       | B. classmates   | C. partners     | D. students     |
| 8. A. prevent        | B. require      | C. assist       | D. forbid       |
| 9. effective         | B. passive      | C. relative     | D. expressive   |
| 10. A. Because       | B. Though       | C. Whether      | D. If           |
| 11. A. enable        | B. stimulate    | C. advocate     | D. prevent      |
| 12. A. independently | B. Repeatedly   | C. logically    | D. generally    |
| 13. A. evaluate      | B. acquaint     | C. tackle       | D. formulate    |
| 14. A. before        | B. after        | C. while        | D. for          |
| 15. A. predict       | B. acknowledge  | C. argue        | D. ignore       |
| 16. A. to require    | B. required     | C. requiring    | D. are required |
| 17. preventing       | B. withstanding | C. sustaining   | D. overcoming   |
| 18. average          | B. ordinary     | C. normal       | D. academic     |
| 19. A. statement     | B. strategy     | C. situation    | D. suggestion   |
| 20. A. in that       | B. for which    | C. with whom    | D. such as      |

## Cloze 2 (2011 辽宁协作体模拟)

One day I decided to quit. I went to the 1 to have one last talk with God. "Can you give me one good 2 not to quit" His answer surprised me.

"Look around. Do you see the fern (蕨类植物) and the bamboo? When I planted their seeds, I took good care of them. The fern quickly grew from the earth. 3 nothing came from the bamboo seed. During the following three years, the fern grew more plentiful. And 4, nothing came from the bamboo seed. But I did not quit on the bamboo. Then in the fifth year a 5 sprout (新芽) emerged (出现) from the earth. Compared to the fern it was 6 small and insignificant. But just 6 months later the bamboo 7 to over 100 feet tall. It had spent the five years growing 8. Those roots made it strong and gave it 9 it needed to survive. I wouldn't give any of my creations a challenge it could not 10."

He said to me. "All this time you have been struggling, you have 11 been growing roots. I would not quit on the bamboo. 12 will I ever quit on you. Don't 13 yourself with others. The bamboo had a different 14 from the fern. Yet they both make the forest beautiful. Your time will 15. You will rise high!"

"How high should I rise" I asked.

"How high will the bamboo rise" He asked 16. "As high as it can" I 17.

"Yes," He said. "Give me glory 18 rising as high as you can."

I left the forest and bring back this story. I hope it can help you see that God will never 19 on you. Never regret a day in your life. Good days give you happiness. Bad days give you 20. Both are necessary to life.

- |                     |                |               |                |
|---------------------|----------------|---------------|----------------|
| 1. A. farm          | B. woods       | C. bushes     | D. heaven      |
| 2. A. reason        | B. sense       | C. response   | D. explanation |
| 3. A. Even          | B. Instead     | C. Yet        | D. Rather      |
| 4. A. often         | B. always      | C. ever       | D. again       |
| 5. A. thin          | B. tiny        | C. weak       | D. short       |
| 6. A. largely       | B. entirely    | C. seemingly  | D. probably    |
| 7. A. raised        | B. provided    | C. rose       | D. produced    |
| 8. A. fruits        | B. leaves      | C. seeds      | D. roots       |
| 9. A. which         | B. where       | C. how        | D. what        |
| 10. A. handle       | B. explore     | C. present    | D. offer       |
| 11. A. particularly | B. actually    | C. merely     | D. obviously   |
| 12. A. Either       | B. So          | C. Neither    | D. As          |
| 13. A. furnish      | B. associate   | C. connect    | D. compare     |
| 14. A. purpose      | B. recognition | C. credit     | D. possibility |
| 15. A. go           | B. come        | C. get        | D. leave       |
| 16. A. in nature    | B. in exchange | C. in respect | D. in turn     |
| 17. A. questioned   | B. required    | C. requested  | D. remarked    |
| 18. A. from         | B. with        | C. by         | D. for         |
| 19. A. cut up       | B. give up     | C. break up   | D. pick up     |
| 20. A. experiences  | B. strengths   | C. awards     | D. ambitions   |

## Test Reading 1 (2011 天津)

Blind imitation (模仿) is self-destruction. To those who do not recognize their unique worth, imitation appears attractive; to those who know their strength, imitation is unacceptable.

In the early stages of skill or character development, imitation is helpful. When I first learned to cook, I used recipes (菜谱) and turned out some tasty dishes. But soon I grew bored. Why follow someone else's way of cooking when I could create my own? Imitating role models is like

using training wheels on a child's bicycle; they help you get going, but once you find your own balance, you fly faster and farther without relying on them.

In daily life, imitation can hurt us if we subconsciously (下意识地) hold poor role models. If, as a child, you observed people whose lives were bad, you may have accepted their fear and pain as normal and gone on to follow what they did. If you do not make strong choices for yourself, you will get the results of the weak choices of others.

In the field of entertainment, our culture glorifies celebrities. Those stars look great on screen. But when they step off screen, their personal lives may be disastrous. If you are going to follow someone, focus on their talent, not their bad character or unacceptable behaviors.

Blessed is the person willing to act on their sudden desire to create something unique. Think of the movies, books, teachers, and friends that have affected you most deeply. They touched you because their creations were motivated by inspiration, not desperation. The world is changed not by those who do what has been done before them, but by those who do what has been done inside them. Creative people have an endless resource of ideas. The problem a creator faces is not running out of material; it is what to do with the material knocking at the door of imagination.

Study your role models, accept the gifts they have given, and leave behind what does not serve you. Then you can say, "I stand on the shoulders of my ancestors' tragedies and declare victory, and know that they are cheering me on."

1. Imitation proves useful when you \_\_\_\_\_.  
 A. know you are unique  
 B. lose the balance of life  
 C. begin to learn something new  
 D. get tired of routine practice
2. To avoid the bad result of imitation, we should \_\_\_\_\_.  
 A. forget daily fear and pain  
 B. choose the right example  
 C. ask others for decisions  
 D. stay away from stars
3. According to the author, the world moves on because of those who are \_\_\_\_\_.  
 A. desperate to influence others with their knowledge  
 B. ready to turn their original ideas into reality  
 C. eager to discover what their ancestors did  
 D. willing to accept others' ideas
4. The trouble a creator faces is \_\_\_\_\_.  
 A. the lack of strong motivation  
 B. the absence of practical ideas  
 C. how to search for more materials  
 D. how to use imagination creatively
5. What is the author's purpose in writing this passage?  
 A. To highlight the importance of creativity.  
 B. To criticize the characters of role models.  
 C. To compare imitation with creation.  
 D. To explain the meaning of success.

## Test Reading 2 (2011 天津)

In the fall of 1985, I was a bright-eyed girl heading off to Howard University, aiming at a legal career and dreaming of sitting on a Supreme Court bench somewhere. Twenty-one years later I am still a bright-eyed dreamer and one with quite a different tale to tell.

My grandma, an amazing woman, graduated from college at the age of 65. She was the first in our family to reach that goal. But one year after I started college, she developed cancer. I made the choice to withdraw from college to care for her. It meant that school and my personal dream would have to wait.

Then I got married with another dream: building my family with a combination of adopt and biological children. In 1999, we adopted our first son. To lay eyes on him was fantastic---and very emotional. A year later came our second adopted boy. Then followed son No. 3. In 2003, I gave birth to another boy.

You can imagine how fully occupied I became, raising four boys under the age of 81. Our home was a complete zoo - a joyous zoo. Not surprising, I never did make it back to college full-time. But I never gave up on the dream, either. I had only one choice: to find a way. That meant

talking as few as one class each semester.

The hardest part was feeling guilty about the time I spent away from the boys. They often wanted me to stay home with them. There certainly were times I wanted to quit, but I knew I should set an example for them to follow through the rest of their lives.

In 2007, I graduated from the University of North Carolina. It took me over 21 years to get my college degree!

I am not special, just single-minded. It always struck me that when you're looking at a big challenge from the outside it looks huge, but when you're in the midst of it, it just seems normal. Everything you want won't arrive in your life on one day. It's a process. Remember; little steps add up to big dreams.

1. When the author went to Howard University, her dream was to be \_\_\_\_\_.  
A. a writer                      B. a teacher                      C. a judge                      D. a doctor
2. Why did the author quit school in her second year of college?  
A. She wanted to study by herself.                      B. She fell in love and got married.  
C. She suffered from a serious illness.                      D. She decided to look after her grandma.
3. What can we learn about the author from Paragraphs 4 and 5?  
A. She was busy yet happy with her family life.                      B. She ignored her guilty feeling for her sons.  
C. She wanted to remain a full-time housewife.                      D. She was too confused to make a correct choice.
4. What does the author mostly want to tell us in the last paragraph?  
A. Failure is the mother of success.                      B. Little by little, one goes far.  
C. Every coin has two sides.                      D. Well begun, half done.
5. Which of the following can best describe the author ?  
A. Caring and determine.                      B. Honest and responsible.  
C. Ambitious and sensitive                      D. Innocent and single-minded.

### Test Reading 3 (2011 重庆)

Getting rid of dirt, in the opinion of most people, is a good thing. However, there is nothing fixed about attitudes to dirt.

In the early 16<sup>th</sup> century, people thought that dirt on the skin was a means to block out disease, as medical opinion had it that washing off dirt with hot water could open up the skin and let ill in. A particular danger was thought to lie in public baths. By 1538, the French king had closed the bath houses in his kingdom. So did the king of England in 1546. Thus began a long time when the rich and the poor in Europe lived with dirt in a friendly way. Henry IV, King of France, was famously dirty. Upon learning that a nobleman had taken a bath, the king ordered that, to avoid the attack of disease, the nobleman should not go out.

Though the belief in the merit of dirt was long-lived, dirt has no longer been regarded as a nice neighbor ever since the 18<sup>th</sup> century. Scientifically speaking, cleaning away dirt is good to health. Clean water supply and hand washing are practical means of preventing disease. Yet, it seems that standards of cleanliness have moved beyond science since World War II.

Advertisements repeatedly sell the idea: clothes need to be whiter than white, cloths ever softer, surfaces to shine. Has the hate for dirt, however, gone too far?

Attitudes to dirt still differ hugely nowadays. Many first-time parents nervously try to warn their children off touching dirt, which might be responsible for the spread of disease. On the contrary, Mary Ruebush, an American immunologist (免疫学家), encourages children to play in the dirt to build up a strong immune system. And the latter position is gaining some ground.

1. The kings of France and England in the 16<sup>th</sup> century closed bath houses because \_\_\_\_\_.  
A. they lived healthily in a dirty environment.  
B. they thought bath houses were too dirty to stay in  
C. they believed disease could be spread in public baths  
D. they considered bathing as the cause of skin disease
2. Which of the following best describes Henry IV's attitude to bathing?

- A. Afraid.

B. Curious.

C. Approving.

D. Uninterested.
3. How does the passage mainly develop?
- A. By providing examples.

B. By making comparisons.

C. By following the order of time.

D. By following the order of importance.
4. What is the author's purpose in writing the passage?
- A. To stress the role of dirt.

B. To introduce the history of dirt.

C. To call attention to the danger of dirt.

D. To present the change of views on dirt.

Test Writing 1 (2010 河北邯郸一模 )

现在许多学校对学生采取封闭管理，同学们对此看法不一。假如你是李华，你的外教要求你就此话题用英文写一篇短文。请根据下表所提供的信息完成短文, 字数 100 左右。

有的同学认为	有的同学认为	你的看法
1. 学校限制我们的自由; 2. 学生和社会接触少; 3. 学生的兴趣和爱好不能得到充分的发展。因此.....	1. 学校是学习知识的地方; 2. 学生应该安心在学校里学习; 3. 一些学生缺乏自控能力, 离开了老师, 可能会.....	.....

注意：1、词数 100 左右； 2、不要逐字翻译； 3、短文开头已给出。

Nowadays a lot of schools keep their students in school all day long

Test Writing 2 (2010 浙江温州一模)

一个周六的下午，“绿眼睛”环保组织成员李华和王平在河边开展环保行动时发现了一只小鸟受伤了，在地上无法飞行, 于是他们展开了抢救行动。你就此事写一篇新闻报道。

- 要点如下:

1. 时间、地点、情景;

2. 描述处理方式, 包括救助, 治疗, .....

3. 简要谈谈你的感想。
- 注意：词数 100-120; 已给部分不计词数;

参考词汇：“绿眼睛”环保组织: Green Eyes

Saving The Wounded Bird

One Saturday afternoon, Li Hua and Wang Ping, members from “Green Eyes”, \_\_\_\_\_

## Vocabulary 2: Philosophy and Values

What is philosophy? \_\_\_\_\_

Who are some famous philosophers? Name at least three.

What ideas did they have?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

What are values? \_\_\_\_\_

What do you value the most in life? What is the most important value for you – and why?

Match the words below to the sentences in which they best fit

1. Morals (n), moral (adj), morality (n)\*

2. Ethics (n), ethical (adj)

3. Compassion (n), compassionate (adj)

4. Courage (n), courageous (adj)

5. Forgiveness (n), forgive (v)

6. Honesty (n), honest (adj)

7. Loyalty (n), loyal (adj)

8. Perseverance (n), persevere (v)

9. Discipline (n/v)

10. Sensitivity (n), sensitive (adj)

11. Tolerance (n), tolerate (v), tolerant (adj)

12. Peace (n), peaceful (adj)

13. Justice (n), just (adj)

14. Equality (n), equal (adj)

15. Respect (n, v), respectful (adj)

16. Honor (n, v), honorable (adj)

1 Tibetan morality and American morality are not the same.

\_\_\_\_\_ Tibetan mastiffs are \_\_\_\_\_ (adj) to their owners.

\_\_\_\_\_ People say that \_\_\_\_\_ (n) is when you get what you deserve (应得, 应受 རྩོམ་འོས་པ་)

\_\_\_\_\_ Children should \_\_\_\_\_ (n) their elders.

\_\_\_\_\_ We must be \_\_\_\_\_ (adj) of different kinds of people

\_\_\_\_\_ He is so \_\_\_\_\_ (adj) – he always knows how others feel.

\_\_\_\_\_ There is rarely \_\_\_\_\_ (n) in the Middle East (中东 རྒྱུ་མཁའ་) – there is always fighting.

\_\_\_\_\_ Yangzom was sorry, so she asked her friend for \_\_\_\_\_.

\_\_\_\_\_ She is so \_\_\_\_\_ (adj) – she's always caring for others.

\_\_\_\_\_ He is a man of \_\_\_\_\_ (n) – he's kind, honest, fair, and deserves our respect.

\_\_\_\_\_ It's not \_\_\_\_\_ (adj) to hurt others.

\_\_\_\_\_ In modern society, women and men may be \_\_\_\_\_ in rights but not in salaries.

\_\_\_\_\_ The students have good \_\_\_\_\_ (n); they are usually well-behaved in class.

\_\_\_\_\_ Lobsang isn't \_\_\_\_\_ (adj) – he often cheats on tests.

\_\_\_\_\_ Tashi is brave – he has \_\_\_\_\_ (n).

\_\_\_\_\_ Athletes must have \_\_\_\_\_ (n) – they must work hard for a long time to succeed.



NB: Moral (n) also means “lesson” (寓意 བསྐབ་ཚུལ།) as in “what’s the moral of this story?”

## Reading: Declaration of Sentiments (1848)



This document was written in 1848 at the first-ever meeting on women’s rights in Seneca Falls, New York. Written mostly by Elizabeth Cady Stanton, the document – which was signed by 68 women and 32 men at the conference – was based on the American Declaration of Independence (美国独立宣言 ཨ་རིའི་རང་བཅོན་བསྐྱུགས་གཏུག།). Known for its courage, honesty and its sensitivity towards the many different problems that American women faced at the time, the document also shows great compassion towards women in its descriptions of marriage and the “injuries” men had caused women over the years.

### Declaration of Sentiments (excerpts):

We believe these truths to be self-evident (显而易见的 མངོན་གསལ་དོད་པོ།): that all men and women are created equal; that their Creator [=God] has given them certain natural rights (自然权利 རང་བྱུང་དབང་ཆ།); that among these are life, liberty, and the pursuit of happiness; that governments are created to protect these rights.

Governments with long histories should not be changed except for important reasons. But the patient suffering (饱受, 痛苦 ཐུག་བསྐུལ།) of women under this government requires them to demand the equal rights, status (地位 གོ་གནས།) and justice which they deserve.

The history of mankind is a history of man repeatedly injuring and harming woman to create an absolute tyranny (独裁 བཅོན་དབང་སྲིད་གཞུང།) over her. Man has not once let her have peace. To prove this, let these facts be shown to the world:



- He has made her follow laws she had no voice in making; and has prevented her from voting for representatives (代表 དཔེ་མཆོན།) who could promote (促进, 弘扬 གོང་འཕེལ་གཏོང་བ།) her interests (利益, 权益 སུན་པ།) in government.
- He has prevented her from having rights which are given to the most stupid and morally degraded men, and has oppressed (压迫 བཟུ་གཞོག།) her on all sides.
- He has made her, when married, legally (法律的 བྱིས་ལྟགས་ཀྱི།) dead.
- He has taken from her all property, even the wages she earns.
- In marriage, she must promise complete loyalty and obedience to her husband in everything. He becomes her master: the law gives him power to take away her freedom and to punish and discipline her.
- He has monopolized (独占 སྐྱོར་གཙོད།) nearly every type of job, and in those few she is allowed to take, she receives only a small salary.
- He closes to women all the roads to wealth and honor, instead keeping them for himself. Consequently, she is not known as a teacher of religion, medicine, or law.
- He has not allowed her to get a real education, as all colleges are closed to her.

- He has given the world different morals and ethical rules for men and women. Unethical behavior excludes (排斥之外 ཐུར་འདོན་པ) women from society, but is tolerated and forgiven in man.
- He has tried, however he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing (愿意 འཐད་པ) to lead a dependent (依赖 བརྟེན་པ) and abject (绝望的, 可怜的, 悲惨的 ཉམ་ང་བ) life.

Now, due to (由于 དེས་ཀྱིན་གྱིས) this social and religious degradation of one-half the people of this country—due to the unjust laws above, and because women do feel cheated and deprived of their rights, we insist that they immediately have all the rights and privileges (优惠, 特权 དམིགས་བསལ་གྱི་དབང་ཆ) which belong to them as citizens of these United States. We will persevere until this goal is achieved.

Source: Modern History Sourcebook: The Declaration of Sentiments, Seneca Falls Conference, 1848;

### Reading Comprehension Questions

1. Where and when was the Declaration of Sentiments written?

2. What does the Declaration NOT say is a self-evident truth?

a. life    b. freedom    c. trying to find happiness however you want    d. government

3. The Declaration says that government should be changed when \_\_\_\_\_.

a. there are unimportant problems    b. there are important problems  
c. women are being treated like men    d. men are masters

4. What is the Declaration's view (看法 ལྟ་བ) of history?

5. The document says that men have harmed women in ten different ways. Describe them each (in simple words) below. Add one of your own below.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

6. Ultimately (最终 མཇུག་མཐར), what do the writers of the Declaration want? How will they try to achieve their goals? (3 sentences or more) \_\_\_\_\_

## Grammar: Clauses describing People

- ☐ The man who works at the dumpling restaurant is always very kind to me.
- ☐ These are the students who were absent from school yesterday.
- ☐ The book which/that I borrowed from Alice was excellent!
- ☐ This is the movie that I think you should watch tonight.

Like where/there/which for place, we can use who to introduce more information about people and which or that to introduce more information about things.

1. Subject (person/people/thing) + relative clause + V + object

- ☐ The man + who ate my dumplings + is + not friendly.
- ☐ The car + that I wanted to buy + is + red.

The relative clause describes something about the subject.

- ☐ The students who cheated on the test were expelled (开除 ཕྱར་ཕྱད་པ) from university.
- ☐ The woman who came into the shop was wearing a red dress.
- ☐ The box which came in the mail is from my parents.
- ☐ The clothes that I bought yesterday are very comfortable.

2. Pronoun or location word + be + subject + relative clause

- ☐ Here + is + the woman + who came into my office yesterday.
- ☐ Here + is + the toilet + which is broken.

Like above, the relative clause describes something about the person/people who are the subject. Here, the subject is first introduced with a pronoun (he, she, you, they, this, that, these, those) or a location word (here, there, where).

- ☐ Susan is the person who helped me with my homework.
- ☐ Where is the man who stole my wallet?
- ☐ Here is the test that I failed.
- ☐ These are the sheep that my family herds on the grasslands.

NB: We can either describe animals as people (using who/which) or things (using that/which). We often describe animals we know as people, and animals we don't know (or wild animals) as things.

Exercise 1: Read the sentences and answer each question with a name

Example: Nyima's the person who told Yang.

- a. who spoke? Nyima
- b. who listened? \_\_\_\_\_.

1. A: Did Terry give the flowers to Alice?

B: No, Alice's the person who gave the flowers, and Nate's the person she gave the flowers to.

- a. who gave the plant? \_\_\_\_\_
- b. who received the plant? \_\_\_\_\_

2. A: Which one is Samir?

B: Samir's the person who carried Sabrina down the mountain.



A: Then who's Wilson?

B: He's the person who Zach carried.

a. who carried someone? \_\_\_\_\_ (2 people)

b. who was carried? \_\_\_\_\_

3. John's the person who Susan told.

a. who spoke? \_\_\_\_\_

b. who listened? \_\_\_\_\_

4. David is the person whose umbrella Rosemary took by accident; Gaia was the one who found out and returned it to him.

a. whose umbrella was it? \_\_\_\_\_

b. who took the umbrella? \_\_\_\_\_

c. who took the umbrella? \_\_\_\_\_

5. Kim's the person who told Dorje, who's the person who told Lobsang, who's the person who told Puntsok, who's the person who told Kunchok, who's the person who told Amelia that Sonia is the person who is dating Tserang.

a. who told Tserang? \_\_\_\_\_ b. who told Lobsang? \_\_\_\_\_

c. who told Kim? \_\_\_\_\_ d. who told Kunchok? \_\_\_\_\_

e. who told Amelia? \_\_\_\_\_ f. who told Puntsok? \_\_\_\_\_

g. who is dating Sonia? \_\_\_\_\_ h. who is dating Tserang? \_\_\_\_\_



Exercise 2: Complete the conversations by following the model below (speaking)

A: Is this the car which/that Tsering bought from Drolma?

B: No, the car which/that Tsering bought from Drolma is red. This is a different car.

A: Oh – sorry. I was mistaken!



1. the book, was given to us by the teacher, about chemistry



5. the motorcycle, your uncle crashed last year, destroyed



2. the film, our class watched last year, about India



6. the suit, you bought for the wedding, black



3. the injury, you got from playing football, finished healing



7. the temple, was built last year, in another monastery



4. the thangka, was painted by your uncle, a painting of Drolma



8. the mountain, we climbed last year, taller

Exercise 3: Combine the sentences below using relative clauses

Example: The book is on the shelf. It is mine. The book that is on the shelf is mine.

1. The dog ate my homework. The dog is very cute.  
\_\_\_\_\_.
2. The shoes are in the closet. The shoes are Tashi's.  
\_\_\_\_\_.
3. The man helped me buy a bus ticket. The man is handsome.  
\_\_\_\_\_.
4. Here are the clothes. I wore them to my sister's wedding.  
\_\_\_\_\_.
5. The student lost the race. The student is not very fast.  
\_\_\_\_\_.
6. Where are the mountains? We have to climb over the mountains to get to Zeku.  
\_\_\_\_\_.
7. The motorcycle is red. I rode the motorcycle to Garze.  
\_\_\_\_\_.
8. Lobsang is the singer. The singer came to Rebgong last week.  
\_\_\_\_\_.
9. Here is the textbook. The textbook was written by Sonam.  
\_\_\_\_\_.
10. He is the man. The man fought with me last week.  
\_\_\_\_\_.

Exercise 4: Add a relative clause to each of the sentences below

Example: The car is red. The car that my uncle bought this year is red.

1. The mountain is tall. \_\_\_\_\_.
2. The barley is ripe (成熟的 ལྗང་པ) \_\_\_\_\_.
3. Here is the girl. \_\_\_\_\_.
4. Where is the computer? \_\_\_\_\_.
5. The tree is a pine (松树 གསེམ་ལྷང་). \_\_\_\_\_.
6. This is the student. \_\_\_\_\_.
7. That is the monk. \_\_\_\_\_.
8. The hotpot restaurant is delicious. \_\_\_\_\_.

Exercise 5: Combine the sentences below (from two sentences to one)

1. This is the cell phone. I bought the cell phone in America.  
\_\_\_\_\_.
2. Where is the shopkeeper? The shopkeeper was helping me with these clothes.  
\_\_\_\_\_.
3. Is that the dress? The dress cost 4000 RMB!  
\_\_\_\_\_.
4. The yaks love to graze on the sacred mountain. Tashi bought the yaks last year.  
\_\_\_\_\_.
5. The firefighters saved the man in the building. The firefighters were very brave.  
\_\_\_\_\_.
7. The mastiff chased me up a tree. The mastiff is very fierce.  
\_\_\_\_\_.

8. This is the doctor. The doctor cured my illness.

9. Here is the storm. The storm was supposed to come yesterday, but never did.

10. The wolf ate Drolma's sheep. The wolf was killed by Diana.

## Grammar: Make, have, let, help, get

We use make, have, let and get followed by an object (usually a person) and a verb in the base form (except for with get, which uses the infinitive) to talk about things that someone can require, cause, or allow another person to do.

ང་ཚོས་ make དང་ have, let, get ཡི་མཛུགས་ཀྱི་དབང་པོ་ལས་ (རྒྱ་ནག་ལ་དུ་མི་ཞིག་ལ་གོ་དགོས་) ཞིག་དང་ལས་ ཆོག་གི་ཐོག་མའི་རྣམ་པ་དེ་བཞིན་ནས་ཁ་གསུངས་ཤིག་གི་དགོས་མཁོ་དང་དམིགས་ཡུལ། ཡང་ན་མི་གཞན་པ་ཞིག་ལ་བྱ་བ་བྱེད་ དུ་འཇུག་པ་སོགས་ཀྱི་སྐོར་གྱི་བཤད་པ།

1. Make = (1) to require, to demand, to force (an order - you must དེས་བར་དུ་) = (2) to cause

- ☐ Make + object (pronoun/person or people) + V
- ☐ The teacher made the students do their homework.
  - The students had to/were required to do their homework (they had no choice).
- ☐ Listening to the teacher will make you [become] a better student.
  - Listening will cause you to become a better student; you will become a better student if you listen.
  - NB: For the 2<sup>nd</sup> meaning of make, no verb is needed

2. Let = allow, permit (something someone says you can do མི་ཞིག་གིས་ཁྱོད་ལ་བྱ་བ་གང་རུང་ ཞིག་བྱེད་དུ་འཇུག་པ།)

- ☐ Let + object (pronoun/person or people) + V
- ☐ The teacher let the students go to the bathroom.
  - The teacher allowed the students to go; he/she said they could go.
- ☐ When I was young, my parents let me drive a motorcycle to the monastery.
  - My parents allowed me to drive; they said I could drive.

3. Have = to request/ask/demand, to cause, to make (a request [can you?] or an order - you will, you must) རེ་བ་འདོན་པ། རེ་བ་ཁྱུ་ལ། དགོས་འདོད་འདོན་པ།

- ☐ Have + object (pronoun/person or people) + V
- ☐ I had the school's driver take us to Dobden yesterday.
  - The driver had to/was required to take us (he had no choice)
- ☐ The teacher had the students finish their homework after school
  - The students had to/were required to finish their homework (they had no choice)

4. Get = to make (as above, with the same two meanings) ཐོབ་པ། རྟེན་པ། སོན་པ།

- ☐ Get + object (pronoun/person or people) + to V
  - NB: Get uses the infinitive [to + V] instead of the base form of the verb
- ☐ The shopkeeper got the students to pay him for the snacks they had stolen.
  - The students had to/were required to pay (they had no choice)
- ☐ The teacher got the students to pronounce the word correctly.
  - The teacher caused the students to pronounce it correctly; before, they pronounced it badly, but now they pronounce it well.

### 5. Help རོགས་རམ།

- ☐ Help + object (pronoun/person or people) + V
- ☐ She helped me move the heavy box from my apartment.
- ☐ I helped Tashi understand the math problem.



Exercise 1: Choose the sentence which has the same meaning

1. The teacher made Billy retake the test.
  - a. Billy took the test again because he was required to
  - b. Billy took the test again because he chose to
2. Teacher Charlotte let us use our dictionaries during the test.
  - a. We could use our dictionaries if we wanted to/chose to
  - b. We had to use our dictionaries; we had no choice
3. Teacher Steve had us write a response to the movie.
  - a. We wrote a response to the movie
  - b. We could choose to write a response to the movie if we wanted to
4. Tashi and Lobsang helped Tsering build a new house.
  - a. Tashi and Lobsang did Tsering's work for him
  - b. All three worked together
5. Teacher Brooke got the monitor to help her plan the class party.
  - a. the head teacher planned the party
  - b. Teacher Brooke planned the party
6. The teacher let us choose our own subject for the research paper.
  - a. we chose our own topic
  - b. we didn't choose our own topic

Exercise 2: Complete the sentences below with make, have, get, let or help. For some sentences, more than one answer is correct

1. I didn't want to stay late, but my boss \_\_\_\_\_ me work until midnight.
2. I was speeding down the road when the policeman turned on his siren (警报机 ཉེན་བརྒྱུ་འཕྲུལ་ཆས་) and \_\_\_\_\_ me pull over to the side of the road.
3. The foreigners didn't want to eat the frog stew or any other of the unusual dishes, but Mr. Wang \_\_\_\_\_ them to try a few bites of each.
4. I didn't have the rent money on time, but my landlord (房东 ཁང་བདག་) \_\_\_\_\_ me pay the rent late.
5. When the doctor checked my blood pressure (血压 ཁྲག་ཚད་), he \_\_\_\_\_ me roll up my shirt and make a fist.

6. My sister cleaned the dishes, while my brother \_\_\_\_\_ me with a math problem.
7. When I was little, my father sometimes \_\_\_\_\_ me sleep over at my friend's house.
8. After I crashed into the man's motorcycle, the police \_\_\_\_\_ me pay him back for the damage.
9. Today, my head teacher \_\_\_\_\_ me go into town to see my grandmother in the hospital.
10. She \_\_\_\_\_ the headmaster to agree to a class trip to Xining.
11. My parents \_\_\_\_\_ me visit my girlfriend on Saturday night.
12. The coach (教练 晓亮) \_\_\_\_\_ the athletes practice for five hours every day before the track meet.

Exercise 3: Complete the summary sentences about the dialogues using make / have / get / let / help + object + verb (correct form; positive or negative)

Example: Student: Do I have to redo this essay?

Teacher: Only if you want to.

Summary: She \_\_\_\_\_ didn't make him redo \_\_\_\_\_ (redo) the essay.

1. Tsering: I know you asked us to work in groups, but I want to work alone.  
Teacher Tashi: I know, but you need to work in a group today.  
☐ Summary: Teacher Tashi \_\_\_\_\_ (work) in a group.
2. Lobsang: Can we use our dictionaries during the test?  
Teacher Tashi: No, you can't.  
☐ Summary: Teacher Tashi \_\_\_\_\_ (use) their dictionaries.
3. Teacher Tashi: Can you clean the blackboard?  
Yontan: Of course!  
☐ Summary: Teacher Tashi \_\_\_\_\_ (clean) the blackboard.
4. Drolma: Can I go to the bathroom?  
Teacher Tashi: Of course.  
☐ Summary: Teacher Tashi \_\_\_\_\_ (go) to the bathroom.
5. Uncle Dunba: I have a very special dog. It says "meow, meow!"  
The King: That's not what dogs sound like!  
Uncle Dunba: What do dogs sound like?  
The King: They sound like "woof, woof!"  
☐ Summary: Uncle Dunba \_\_\_\_\_ (bark) like a dog.
6. Lhamo: What does this word mean?  
Teacher Tashi: Why don't you ask Tsering for help?  
☐ Summary: Teacher Tashi \_\_\_\_\_ (ask) Tsering for help.
7. Puntsok: Do you mind if we take pictures during the class?  
Teacher Tashi: No I don't – go ahead!  
☐ Summary: Teacher Tashi \_\_\_\_\_ (take) pictures.
8. Tsering: ཁྱོད་བདེ་མོ། ཁྱོད་ཆེ་ཟེག་ལས་གི་ཡོད།  
Teacher Tashi: Tsering – speak English please! English only in the classroom!  
Tsering: Sorry teacher!  
☐ Summary: Teacher Tashi \_\_\_\_\_ (speak) English.

9. Lhamo: Teacher Tashi, could you recommend an English movie for us to watch?

Teacher Tashi: Sure, I have some recommendations right here.

- ☐ Summary: teacher Tashi \_\_\_\_\_ (find) a good English movie.

10. Sonam: I can't think of a good topic for this essay!

Teacher Tashi: Just choose any topic that interests you.

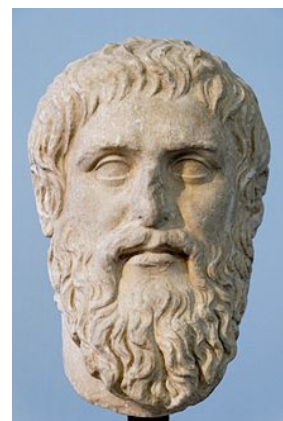
- ☐ Summary: Teacher Tashi \_\_\_\_\_ (choose) his own topic.

## Special Topic: Plato

Plato was a Greek philosopher who lived from 424-348BC. He is often called “the father of Western philosophy”, and has been a great influence on nearly every western philosopher since his death. Most of his philosophy is written in conversations between his teacher, Socrates, and students. In addition to writing philosophical conversations, Plato also founded the Academy of Athens – the first university-like school in Europe.

Plato was very interested in questions about reality, truth and beauty. What is real and true in this world; what is false? What is appearance (出现, 外表 རྩེ་ཚུལ་) and what is reality? In this section from one of his most famous books, The Republic, Plato (using the voice of Socrates) tries to begin answering this question.

Excerpt from Plato's Republic: The Legend (神话 ལྷ་ཐུང་) of the Cave



SOCRATES: And now, let me show how much we are enlightened (开明 རྟེན་པ་) or unenlightened:

Behold! (看! 瞧! ལྟོས་) Human beings are living in an underground cave, whose entrance opens towards the light above. The light reaches all through the cave. The humans have been here from their childhood, and have their legs and necks chained (用枷锁锁着 ལྷག་སྒྲིག་སྒྲིག་པ་) so that they cannot move, and can only see in front of them, as the chains stop them from turning their heads. Above and behind them there is a fire, and between the fire and the prisoners there is a raised (高 མཐོན་པོ་) road. If you look, you will see a low wall built along the road, like the screen (屏风 ཡོལ་པ་) which puppet (木偶 རྩོད་བརྟན་) players have in front of them.

GLAUCON: I see.

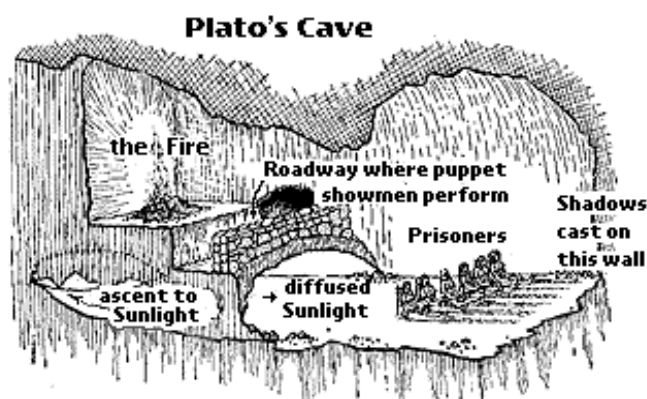
SOCRATES: And do you see men passing along the wall carrying all sorts of pots and jars and statues (塑像 སྐུ་འདྲ་) of animals made of wood and stone and different materials (材料 ལྷུ་ཆ་)? Some of them are talking, others silent.

GLAUCON: You have shown me a strange image (印象 ལྷུང་བརྟན་), and they are strange prisoners.

SOCRATES: Like ourselves. So, the prisoners wouldn't see the people and the objects being carried; instead they would only see the shadows?

GLAUCON: True, how could they see anything but the shadows if they were never allowed to move their heads?

SOCRATES: And if the prisoners were able to talk with each other, wouldn't they assume the shadows were reality?



GLAUCON: Very true.

SOCRATES: And suppose also that the prison had an echo (回音, 回声 བླ་མཚན་ཅན་) which came from the other side, when one of the passers-by (过路人 ལམ་འགྲོ་བ་) spoke wouldn't the prisoners believe that the voice came from the passing shadow? To them, the truth would be literally (确实 རྒྱུ་དངོས་) nothing but the shadows of the images.

GLAUCON: That is certain.

SOCRATES: And now look again, and see what will happen if the prisoners are let free. At first, when any of them is freed and suddenly made to stand up and turn his neck around and walk and look towards the light, he will suffer sharp pains; the glare will distress (忧伤 དཀའ་སྦྱུག་) him, and he won't be able to see the truths, the realities of light which had made the shadows; and then someone tells him that what he saw before was an illusion (幻想, 错觉, 梦幻 འཕྲུལ་སྒྲུང་), but that now, when he is approaching reality, he has clearer sight - what will he say? And if his teacher is pointing to the objects as they pass and asking him to say what they are, won't he be confused? Won't he think that the shadows which he saw before are truer than the things which are now being shown to him?

GLAUCON: Far truer.

SOCRATES: And if he's forced to look at the sun, won't he be pained and irritated? When he approaches the light his eyes will be dazzled (目眩, 惊奇 མིག་དབང་འཕྲོག་པ་), and he will not be able to see anything at all of what is now called 'reality.'

GLAUCON: Yes, of course.

SOCRATES: Imagine once more this man coming suddenly out of the sun to be replaced in his old situation; wouldn't his eyes be full of darkness?

GLAUCON: To be sure.

SOCRATES: This entire story describes us, my dear Glaucon: the prison is the world of sight and appearances (出现, 外表 རྒྱུ་ཚུལ་), the light of the fire is the sun, and the journey upwards to the light is the ascent (攀登 འགོ་སྐོར་བ་) of the soul (灵魂 རྣམ་ཤེས་) into the real, intellectual (智力的 རྫོགས་ཀྱི་) world – the world of knowledge. But, whether true or false, my opinion is that in the world of knowledge we can see many things, but we see the idea of good last of all, and it is seen only with an effort. And when people see it, they think it [the idea of good] is the universal creator (创造者 གསར་གཏོང་བ་) of everything beautiful and right and the source of reason and truth; and that this [idea] is what we must, in both public and private life, keep our eyes fixed upon (注视 མཉམ་བཞག་པ་).

Source: MIT Classics, The Republic, trans. Benjamin Jowett, <http://classics.mit.edu/Plato/republic.8.vii.html>

## Reading Comprehension Questions

1. What does Plato use the cave to show the reader?

- a. how there is only one reality for everyone
- b. how there are many realities, none of which are true
- c. how there are many realities, but true reality can't be seen clearly
- d. how difficult it is to be a prisoner

2. Where are the people in the cave? How are they kept prisoners?

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3. What can the people in the cave see?

- a. reality      b. the idea of the good      c. people carrying objects      d. shadows

4. Are they seeing reality or not? What do you think?

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5. What may happen when the prisoners are freed? What would they see?

- a. nothing    b. a painful glare    c. truth    d. freedom
6. How might they feel when they saw the sun?
- a. happy    b. upset    c. enlightened    d. philosophy
7. What does Plato say this “Myth of the Cave” symbolizes? What is the prison?  
What is the journey upwards to the light? \_\_\_\_\_
- \_\_\_\_\_

9. What does Plato say is the difference between the “world of sight and appearances” and the “real, intellectual world”? \_\_\_\_\_

\_\_\_\_\_

10. What do you think the “idea of the good” is? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Cloze 1: Equality (2009 陕西)

One afternoon, my son Adam asked me, “Are all people the same even if they are different in color?”

I thought for a minute, and then I said, “I’ll explain, 1 you can just wait until we make a quick 2 at the grocery store. I have something 3 to show you.”

At the grocery store, we 4 some apples - red, green and yellow ones. Back home, I told Adam, “It’s time to 5 your question.” I put one apple of each 6 on the table. Then I looked at Adam, who had a 7 look on his face.

“People are like apples. They come in all 8 colors, shapes and sizes. On the 9, some of the apples may not 10 look as the others.” As I was talking, Adam was 11 each one carefully.

Then, I took each of the apples and peeled (削皮) them, 12 them back on the table, but 13 a different place.

“Okay, Adam, tell me which is which.”

He said, “I 14 tell. They all look same now.” “Take a bite of 15. See if that helps you 16 which one is which.”

He took 17, and then a huge smile came across his face. “People are 18 like apples! They are all different, but once you 19 the outside, they’re pretty much the same on the inside.”

He totally 20 it. I didn’t need to say or do anything else.

- |                  |                 |                |                |
|------------------|-----------------|----------------|----------------|
| 1. A. although   | B. so           | C. because     | D. if          |
| 2. A. stop       | B. start        | C. turn        | D. stay        |
| 3. A. expressive | B. encouraging  | C. informative | D. interesting |
| 4. A. bought     | B. counted      | C. saw         | D. collected   |
| 5. A. check      | B. mention      | C. answer      | D. improve     |
| 6. A. size       | B. type         | C. shape       | D. class       |
| 7. A. worried    | B. satisfied    | C. proud       | D. curious     |
| 8. A. ordinary   | B. normal       | C. different   | D. regular     |
| 9. A. outside    | B. whole        | C. table       | D. inside      |
| 10. A. still     | B. even         | C. only        | D. ever        |
| 11. A. examining | B. measuring    | C. drawing     | D. packing     |
| 12. A. keeping   | B. placing      | C. pulling     | D. giving      |
| 13. A. on        | B. toward       | C. for         | D. in          |
| 14. A. mustn’t   | B. can’t        | C. shouldn’t   | D. needn’t     |
| 15. A. each one  | B. each other   | C. the other   | D. one another |
| 16. A. admit     | B. consider     | C. decide      | D. believe     |
| 17. A. big bites | B. deep breaths | C. a firm hold | D. close look  |

- |                 |             |             |             |
|-----------------|-------------|-------------|-------------|
| 18. A. just     | B. always   | C. merely   | D. seldom   |
| 19. A. put away | B. get down | C. hand out | D. take off |
| 20. A. made     | B. took     | C. got      | D. did      |

## Cloze 2 (2011 云南二次复习统一检测)

It was September 5, 1984, when I was in Year 2 and my sister Sharon was in Year 5. We took a bus back home from school. After the bus stopped, Sharon 1 first and by the time I stepped onto the side of the highway, she had 2 to the other side of the road.

3 there was no traffic on the road, I was too 4 to go across on my own. I called to Sharon to come to 5 me. Just as she stepped onto the highway, another bus came out of nowhere. Sharon was 6. The bus has stooped and people were screaming. A man helped me cross the road. I ran as fast as I could to our 7 to tell my mother that Sharon has been knocked down by a bus.

When she heard the news, my mother ran to the highway, 8 me with an older cousin who was at the house. Later we went to the hospital. There I 9 my mother crying, and saw my father embracing Sharon.

Sharon was 10. If only I hadn't asked her to 11 me, Sharon would be alive now. It was all my fault. The 12 chewed me, but I couldn't tell my 13 - I was afraid that they would 14 me.

Two days later, my mother took me to a prison, where we saw the bus driver who killed Sharon. He was crying and asking for forgiveness. My parents 15 to blame the driver for my sister's death. They knew it was an 16, and they wanted to show to me that no matter how much 17 we were all feeling, forgiveness was still the best answer.

Back at home, I gathered all the 18 in my being and asked my parents to come to my room. I told them the 19. My parents embraced me 20, and whispered, "You have no fault, child, none." I cried, and my parents cried. Forgiveness was given, and I was at peace.

Looking back, I know that asking for forgiveness and forgiving others is the way to gain peace in one's life.

- |                   |               |               |                 |
|-------------------|---------------|---------------|-----------------|
| 1. A. started out | B. jumped off | C. got on     | D. turned up    |
| 2. A. crossed     | B. passed     | C. reached    | D. escaped      |
| 3. A. As if       | B. Now that   | C. In case    | D. even though  |
| 4. A. upset       | B. pleased    | C. scared     | D. disappointed |
| 5. A. defend      | B. hug        | C. get        | D. support      |
| 6. A. hit         | B. robbed     | C. defeated   | D. scolded      |
| 7. A. school      | B. house      | C. kitchen    | D. farm         |
| 8. A. bringing    | B. taking     | C. carrying   | D. leaving      |
| 9. A. saw         | B. heard      | C. felt       | D. realized     |
| 10. A. saved      | B. dead       | C. mistaken   | D. injured      |
| 11. A. rescue     | B. comfort    | C. fetch      | D. teach        |
| 12. A. behavior   | B. punishment | C. dream      | D. guilt        |
| 13. A. classmates | B. relatives  | C. cousins    | D. parents      |
| 14. A. threaten   | B. blame      | C. argue with | D. laugh at     |
| 15. A. refused    | B. tried      | C. meant      | D. regretted    |
| 16. A. affair     | B. incident   | C. accident   | D. event        |
| 17. A. worry      | B. anger      | C. apology    | D. pain         |
| 18. A. strength   | B. confidence | C. impression | D. plan         |
| 19. A. truth      | B. confidence | C. impression | D. plan         |
| 20. A. annoyingly | B. tightly    | C. curiously  | D. excitedly    |

## Test Reading 1 (高等教育自考英语 2001)

Many visitors find the fast pace at which American people move very troubling. One's first impression is likely to be that everyone is in a rush. City people always appear to be hurrying to get where they are going and are very impatient if they are delayed even for a brief moment. At first, this may seem unfriendly to you. But drivers will rush you; storekeepers will be in a hurry as they serve you; people will push past you as they walk along the street. You will miss smiles, brief conversations with people as you shop or dine away from home. Do not think that because Americans are in such a hurry they are unfriendly. Often, life is much slower outside the big cities, as is true in other countries as well.

Americans who live in cities such as New York, Chicago, or Los Angeles, often think that everyone is equally in a hurry to get things done; they expect others to "push back", just as city people do in Tokyo, Singapore or Paris, for example. But when they discover that you are a stranger, most Americans become quite kind and will take great care to help you. Many of them first came to the city as strangers and they remember how frightening a new city can be. If you need help or want to ask a question, choose a friendly-looking person and say, "I am a stranger here. Can you help me?" Most people will stop, smile at you, and help you find your way or answer your questions. But you must let them know that you need help. Otherwise they are likely to pass you by, not noticing that you are new to the city and in need of help. Occasionally, you may find someone too busy or perhaps too rushed to give you aid. If this happens, do not be discouraged; just ask someone else. Most Americans enjoy helping a stranger.

1. Many people who first visit the United States will find that \_\_\_\_\_.  
 A. America is a highly developed country  
 B. American city people seem to be always in a rush  
 C. the fast pace in American life often causes much trouble  
 D. Americans are impatient and unfriendly people
2. When the author says "You will miss smiles", he means \_\_\_\_\_.  
 A. you will fail to notice that Americans are pleasant and happy  
 B. you will be puzzled why Americans are pleasant and happy  
 C. you will feel that Americans do not seem very friendly  
 D. you will find that Americans don't have much sense of humor
3. In the author's opinion, \_\_\_\_\_.  
 A. it is true that life in New York is much faster than that in any other city  
 B. people living outside big cities are lazy and miserable  
 C. most American people enjoy living in the suburbs of big cities  
 D. those who are busy are not necessarily unfriendly
4. The author mentions big cities such as Tokyo, Singapore and Paris \_\_\_\_\_.  
 A. to show that city people all over the world have a lot in common  
 B. to let his readers be aware that they are some of the world's biggest cities  
 C. to illustrate their difference from American cities  
 D. because they are some of the cities that attract visitors most
5. If you say to an American that you are a stranger there, most probably he will \_\_\_\_\_.  
 A. offer his help  
 B. stop smiling at you  
 C. help you find the way  
 D. reply that he is pleased to meet you

## Test Reading 2 (2009 四川)

Honesty comes in many forms. First there's self-honesty. Is what people see the real article or do you appear through smoke and mirrors? I find that if I try to be something I'm not, I feel unsure of myself and take out a part from my PBA (personal bank account). I love how singer Judy Garland put it. "Always be a first-class version of yourself, instead of a second-class version of somebody else."

Then there's honesty in our actions. Are you honest at school, with your parents, and with your boss? If you've ever been dishonest, I think we all have, try being honest, and notice how whole it makes you feel. Remember, you can't do wrong and feel right. This story by Jeff is a good example of that:

In my second year of study, there were three kids in my math class who didn't do well. I was really good at it. I would charge them three dollars for each test that I helped them pass. I'd write on a little piece of paper all the right answers, and hand them off.

At first I felt like I was making money, kind of a nice job. I wasn't thinking about how it could hurt all of us. After a while I realized I shouldn't do that anymore, because I wasn't really helping them. They weren't learning anything, and it would only get harder down the road. Cheating certainly wasn't helping me.

It takes courage to be honest when people all around you are getting away with cheating on tests, lying to their parents, and stealing at work. But, remember, every act of honesty is a deposit into your PBA and will build strength.

1. The underlined part "appear through smoke and mirrors" in the first paragraph means:

- A. to be honest
- B. to be unreal
- C. to become clear
- D. to come from an imagined world

2. Which of the following can best explain Judy Garland's words?

- A. Be your true self rather than follow others.
- B. Don't copy others or you can't be the first class.
- C. Make efforts to be the first instead of the second.
- D. Don't learn from others unless they're excellent.

3. What does the author expect to show by Jeff's story?

- A. Honesty can be great help.
- B. A bad thing can be turned into a good one.
- C. Helping others cheat can do good to nobody.
- D. One should realize the wrong in his bad deeds.

4. In the last paragraph the author mainly wants to express \_\_\_\_\_.

- A. one must be brave to be honest
- B. it's difficult to be honest when others are not
- C. one should be honest when making a deposit
- D. honesty in one's actions can help him in the future

## Test Reading 3 (2010 重庆)

Love, success, happiness, family and freedom—how important are these values to you? Here is one interview which explores the fundamental questions in life.

Question: Could you introduce yourself first?

Answer: My name is Misbah, 27 years old. I was born in a war-torn area. Right now I'm a web designer.

Q: What are your great memories?

A: My parents used to take us to hunt birds, climb trees, and play in the fields. For me it was like a holiday because we were going to have fun all day long. Those are my great memories.

Q: Does your childhood mean a lot to you?

A: Yes. As life was very hard, I used to work to help bring money in for the family. I spent my childhood working, with responsibilities beyond my age. However, it taught me to deal with problems all alone. I learnt to be independent.

Q: What changes would you like to make in your life?

A: If I could change something in my life, I'd change it so that my childhood could have taken place in another area. I would have loved to live with my family in freedom. Who cares whether we have much money, or whether we have a beautiful house? It doesn't matter as long as I can live with my family and we are safe.

Q: How do you get along with your parents?

A: My parents supported me until I came of age. I want to give back what I've got. That's our way. But I am working in another city. My only contact with my parents now is through the phone, but I hate using it. It filters (过滤) out your emotion and leaves your voice only. My deepest feelings should be passed through sight, hearing and touch.

1. In Misbah's childhood, \_\_\_\_\_.

- |   |  |
|---|--|
| A. he was free from worry                 | B. he liked living in the countryside      |
| C. he was fond of getting close to nature | D. he often spent holidays with his family |

2. What did Misbah desire most in his childhood?

- |                     |                       |                       |                          |
|---------------------|-----------------------|-----------------------|--------------------------|
| A. A colorful life. | B. A beautiful house. | C. Peace and freedom. | D. Money for his family. |
|---------------------|-----------------------|-----------------------|--------------------------|

3. How would Misbah prefer to communicate with his parents?

- |                                 |                               |
|---------------------------------|-------------------------------|
| A. By chatting on the Internet. | B. By calling them sometimes. |
| C. By paying weekly visits.     | D. By writing them letters.   |

4. If there were only one question left, what would it most probably be?

- |                                       |   |
|---------------------------------------|---|
| A. What was your childhood dream?     | B. What is your biggest achievement?            |
| C. What is your parents' view of you? | D. What was your hardest experience in the war? |

## Test Writing 1 (2010 安徽)

假设你将参加某英语杂志社开展的一次征文活动，征文的内容要求你在电视、手机（cell）和网络三者中，放弃其中一个并陈述理由。请你以 "Which would you give up: TV, cell, or Web?" 为题，写一篇英语短文。

注意：1. 词数 100 左右；

2. 可以适当增加细节，以使行文连贯。

## Test Writing 2 (2011 安徽)

某校英文报社开设了一个专栏：experience。本期话题是如何解决学习中遇到的困难。请你以 "my approach to difficulties in learning" 为题，用英语写一篇短文，谈谈自己的一些做法。

注意：1. 词数 100 左右

2. 短文中不能出现本人相关信息。

## Test Writing 3 (2010 四川)

假定你校将举行一个成人仪式，你将作为代表在仪式上发言。请你按以下内容要点准备一篇英文发言稿。

1. 过去对成年的向往；

2. 现在的感受和认识；

3. 将来的目标及措施。

参考词汇：责任 responsibility

注意：1. 词数 100 左右；

3. 可以适当增加细节，使行文连贯；

3. 发言稿的开头与结束语已为你写好（不计入总词数）

Good morning, everyone!

The topic of my speech today is “thoughts on becoming a grown-up”.

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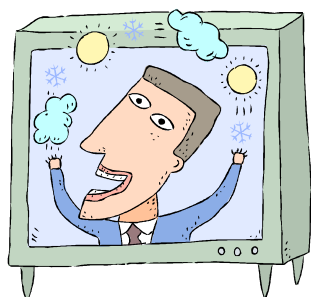
Thank you for listening.

# Unit 6: The Media

## Vocabulary 1: News and Current Events

What is the media? What does the media include?

Who/what makes news? What types of events do we see on the news?



Who reports the news? How do we get news?

Write the meanings of the words below in Tibetan or Chinese. Then, use the words to complete the dialogue. Each word is used once (even if the word has different forms). The underlined words have been finished for you.

Illegal (adj)

Discrimination (n), discriminate (v)

Judge (n) [法官 ཁྲིམས་དཔོན།]

Judge (v), judgment (n) [判断 དབྱུང་འཛིན།]

Broadcast (n, v)

Anchor (n)

Live (adj)

Crime (n), criminal (n)

Arrest (n, v)

Thief (n), theft (n)

Citizen (n)

Violence (n), violent (adj)

Forbid (v), forbidden (adj)

Diversity (n), diverse (adj)

Murder (n, v)

Race (n), racial (adj)

Corruption (n), corrupt (adj)

Epidemic (n)

Inflation (n)

Poverty (n)

- ☐ \_\_\_\_\_ (n) 1: Welcome to Qinghai TV! Tonight, our \_\_\_\_\_ (adj) news broadcast starts in Xining, where a foreign tourist was \_\_\_\_\_ (v) by the police for stealing a rare thangka from the Tibetan Medicine Museum.
- ☐ Anchor 2: Yes, sadly it's true. This man, a Spanish \_\_\_\_\_ (n), was visiting the museum late this afternoon when he saw a very old Rebgong-style thankga. He decided he loved it so much that he simply took it off the wall and carried it out of the museum! Strangely, though this illegal (adj) \_\_\_\_\_ (n) of a valuable piece of art was done in broad daylight, nobody saw it happen! If the police had seen him, I'm sure he would have been stopped.
- ☐ Anchor 1: The museum discovered the loss that afternoon and called the police, who quickly found the man responsible. When the police tried to take him,



1. When is this news broadcast happening?  
a. morning      b. midday      c. afternoon      d. night
2. What stories are reported in this broadcast (in order)?  
a. disease, war, murder      b. theft, disease, murder  
c. theft, disease, war      d. discrimination, disease, murder
3. In the first story, the thief was NOT \_\_\_\_\_.  
a. a foreigner      b. accusing police of discrimination  
c. judged to be innocent      d. found guilty
4. The man stole a \_\_\_\_\_ from the \_\_\_\_\_.  
a. old carving, Tibetan museum      b. painting, Qinghai museum  
c. painting, Tibetan Medicine museum      d. old carving, Qinghai museum
5. In the second story, local people are mostly \_\_\_\_\_.  
a. farmers      b. herders      c. officials      d. healthcare workers
6. How are the local people near Qinghai Lake probably feeling?  
a. content and calm      b. exhausted and hopeless      c. angry and upset      d. confused and lost
7. What do the local people most likely want?  
a. food      b. houses      c. treatment      d. environmental protection
8. How could you describe the officials at Qinghai Lake?  
a. generous      b. friendly      c. criminals      d. corrupt
9. Who is the "Onion Killer"?  
a. a man who kills onions      b. a man who kills vegetables  
c. a man who kills in markets      d. a man who kills with onions
10. Why did the Onion Killer kill people in Hunan markets?  
a. for fun      b. for attention      c. out of anger      d. for food
11. The Onion Killer was not \_\_\_\_\_.  
a. caught by the police      b. living in poverty  
c. always a criminal      d. without any motive
12. What words best describe the anchors' attitudes in reporting this story?  
a. shocked and appalled      b. matter of fact and journalistic  
c. excited and surprised      d. angry and upset
13. How do you think reporters should report the news? What makes good reporting; what makes bad reporting? (2 sentences)

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14. Is the news important? Why or why not? (2-3 sentences) \_\_\_\_\_

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## Act it out: Reporting the news

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Your group is a TV station. Together, create a story about an event (the teacher will give you a type of event, but you can be creative about what happens). Choose two people to be anchors (主持人 བཞུགས་པོ་པ།) to report the story on TV in front of the class!



## Grammar: Conditionals

Conditional sentences describe things that happen if/when a certain condition (条件 ཆ་སྒྲུབ།) – described in a clause with “if” - is true.

- ☐ If I go shopping today, I will buy oranges.
- ☐ He would make bread for breakfast if he knew how to cook.
- ☐ If I hadn't been sick, I would have traveled to Tso this holiday.

Conditional sentences have three basic forms: one for describing things that might happen in the future (first conditional/present real conditional), one for things that might happen in the present (second conditional/present unreal conditional) and a third for things that might have happened in the past (third conditional/past unreal conditional).

First Conditional Form: If + simple present, simple future [or modal verb]

- ☐ If the weather is good, I will have a picnic this weekend.
- ☐ I will buy some books for you if I go to Xining.
- ☐ If Tashi goes to school today, he might give his cold to the other students and start an epidemic!

Second Conditional Form: If + simple past, would + V

- ☐ If I had more time, I would visit you more often.
- ☐ Susan would be more energetic if she slept more each night.

Third Conditional Form: If + past perfect, would have + past participle

- ☐ If Rob had felt better today, he would have come to class.
- ☐ Samir would have brought his jacket if he had known it was going to snow.

Exercise 1: Following the example, complete the dialogues with a partner (speaking)

A: Do you think I should put some more salt in this soup?

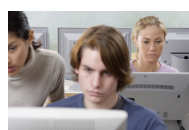
B: Absolutely not! If you put any more salt in this soup, you will/might spoil it.



1. Do you think our Tibetan mastiff should come to the festival with us?  
Bite people



3. Do you think Bob should stop that fight?  
Get hurt



2. Do you think I should skip class (逃课 སློབ་ཁྱོད་ལ།) today?  
Miss something important



4. Do you think Alex should quit his job?  
Have trouble finding another one



5. Do you think little Tsering should go herd yaks by himself today?  
Get lost



6. Do you think Sandy should marry her boyfriend?  
Regret it for the rest of her life.

Exercise 2: Complete the sentences below

1. How is Tom going to get to work tomorrow?

If it rains, \_\_\_\_\_. If it's sunny, \_\_\_\_\_.

2. What are Paul and Grace going to do tonight?

If they're tired, \_\_\_\_\_. If they have energy, \_\_\_\_\_.

3. What are you going to eat for lunch today?

If I'm in a hurry, \_\_\_\_\_. If I have some time, \_\_\_\_\_.

4. Where is Josh going to go this holiday?

If he has the time and money, \_\_\_\_\_.

If he doesn't, \_\_\_\_\_.

Exercise 3: Complete the sentences below using the second conditional form

1. A: Why doesn't Lhamo get good grades?

B: She doesn't study enough. If she studied more, she would get better grades.

2. A: Why isn't Mark a good driver?

B: He isn't careful enough. If he \_\_\_\_\_.

3. A: Why don't I feel energetic?

B: You don't sleep enough. If you \_\_\_\_\_.

4. A: Why aren't you satisfied (满意 ཡིད་ཆེས་པ།) with your jobs?

B: We don't get paid enough. If we \_\_\_\_\_.

5. A: Why don't people do something about pollution?

B: They don't care enough. If we \_\_\_\_\_.

The following sentences use two negative verbs to have a positive meaning

6. A: Why does Ben work so hard?

B: He likes his job. If he didn't like his job, he wouldn't work so hard.

7. A: Why did Jackson decide to be a teacher?

B: He must like children. If he didn't \_\_\_\_\_.

8. A: Why does Luke always get in fights with people?

B: He must like to argue. If he \_\_\_\_\_.

9. A: Why does Xander climb mountains every weekend?

B: He must like to be outdoors. If he \_\_\_\_\_.

Exercise 4: Complete the sentences below using the third conditional form. Some may be positive, while others may be negative (see above)

1. A: Why weren't you in class yesterday?

B: I was feeling sick. If I had been feeling well, I would have been in class.

2. A: Why did Joe run by without saying "hello"?

B: He must have been busy. If he hadn't been busy, he wouldn't have run by without saying 'hello'.

3. A: Why didn't you come to the party last night?

B: I wasn't invited. If I \_\_\_\_\_.

4. A: Why didn't you send me a letter?  
B: I didn't remember your address. If I \_\_\_\_\_.
5. A: Why did Vajra go to sleep so early?  
B: He must have had a long day herding yaks. If he hadn't \_\_\_\_\_.
6. A: Why didn't Max stop his motorcycle at the traffic light?  
B: He wasn't looking. If he \_\_\_\_\_.
7. A: Why didn't you take your umbrella to school today?  
B: I didn't know it was going to rain. If I \_\_\_\_\_.
8. A: Why did my plant die?  
B: It must have had a disease. If it \_\_\_\_\_.
9. A: Why was Justin stopped by the policeman?  
B: He must have been driving too fast. If he \_\_\_\_\_.
10. A: Why didn't Jacob give his girlfriend a birthday present?  
B: He must not have remembered her birthday. If he \_\_\_\_\_.

Exercise 5: Complete the verbs in the conditional sentences below

1. It is so far away! It \_\_\_\_\_ (be) crazy if we tried to walk there.
2. I \_\_\_\_\_ that movie with you only if the reviews (评价 གདེང་འཛོག) are good.
3. If Ben's motorcycle hadn't broken down, he \_\_\_\_\_ (take) me to Zeku today.
4. If you \_\_\_\_\_ (not ask), he won't help you.
5. If it \_\_\_\_\_ (not rain) yesterday, we would have had a picnic.
6. \_\_\_\_\_ (you/look) after their dog if they go on holiday this year?
7. Would you mind if I \_\_\_\_\_ (use) your cell phone?
8. I \_\_\_\_\_ (open) that email if it had contained a virus (病毒 རྩ་སྐྱོན་སྤྱོད་པ་).
9. Even if I \_\_\_\_\_ (own) a motorcycle, I \_\_\_\_\_ (never drive) it on icy roads.
10. If we \_\_\_\_\_ (have) holiday tomorrow, I \_\_\_\_\_ (sleep) until noon!

## Grammar: Mixed Clauses

Exercise 1: Complete the following sentences with pronouns and/or location words (which/that, who, where there+be, in which there+be, which+have, which+be, there+be, where)

1. The student \_\_\_\_\_ stole my bicycle is not friendly.
2. The grasslands of Zeku, \_\_\_\_\_ many yak-filled meadows, are beautiful in summer.
3. This is the town \_\_\_\_\_ I went to university.
4. Where is the book \_\_\_\_\_ I lent to you last week?
5. The sheep \_\_\_\_\_ my family owns are very frightened of our dog.

6. In Jentsa, \_\_\_\_\_ Alex grew up, \_\_\_\_\_ a very beautiful monastery.
7. Chengdu, \_\_\_\_\_ a very large city, has terrible air pollution.
8. Here are the ancient trees \_\_\_\_\_ have been protected by the government.
9. Where is the waiter \_\_\_\_\_ should be serving us food? We've been waiting for more than an hour and a half!
10. The mastiffs \_\_\_\_\_ live in Yushu like to eat people for fun (just kidding!).
11. In the summer, I like to visit the forests of Maixiu, \_\_\_\_\_ many beautiful spruce trees and wild animals.
12. The jacket \_\_\_\_\_ I bought for my sister is not good quality.

Exercise 2: Complete the story below, about Rebgong art, with pronouns and/or location words (which/that, who, where there+be, in which there+be, which+have, which+be, there+be, where)

The monastery \_\_\_\_\_ next to our school is very large. In the monastery, \_\_\_\_\_ many monks are studying, \_\_\_\_\_ some very large statues (塑像 སྐྱབ་བུ་རྒྱུ་ ). These statues, \_\_\_\_\_ are made of bronze, gold and other metals, are very beautiful. But perhaps the most famous is the statue \_\_\_\_\_ outside the monastery's front gates. The statue is of Drolma, \_\_\_\_\_ is an important bodhisattva (菩萨 སྐྱུ་ར་ས་གཟིགས།) in Buddhism. The statue, \_\_\_\_\_ has been beautifully carved, is a symbol of Rebgong's famous artistic tradition.

The Rebgong valley, \_\_\_\_\_ many different monasteries, is particularly famous for its art. The most famous schools are in Sengeshong and Gomar villages, \_\_\_\_\_ nearly all of the houses have become art studios. The local artists, \_\_\_\_\_ may be painters or sculptors or carvers, have become very famous. Their work, \_\_\_\_\_ is very beautiful, is shown in exhibits (展览 བསྟན་པ། བཀྲམ་པ།) across the world.

In the village, \_\_\_\_\_ has become a tourist center, \_\_\_\_\_ many shops in which one can buy artwork. But this art, \_\_\_\_\_ is of high quality, is very expensive. In Rebgong, \_\_\_\_\_ many shops selling art, \_\_\_\_\_ some cheaper artworks on sale – but these may not be very good! As such, the Rebgong region, \_\_\_\_\_ so many artists at work, is a place where you get what you pay for!

## Grammar: Mixed Passives Cloze

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Use passive verbs of any tense to complete the story below

LONG ISLAND: It \_\_\_\_\_ (report) Saturday evening that a young surfer, who had been lost for several days and \_\_\_\_\_ (believe) to be dead, \_\_\_\_\_ (find) by an elderly woman walking along the beach. The young man, whose name \_\_\_\_\_ (not give) to the media, had been surfing (冲浪 རམོ་ལྷབས་བྱུང་འགོ) in a storm last Wednesday afternoon when he \_\_\_\_\_ (wash) to sea (冲向大海 ཐུ་མཚོའི་ཕྱོགས་སུ་འགོ་བ།) by strong waves (波浪 ར་ལྷབས།), and quickly found himself beyond sight of land. He \_\_\_\_\_ (carry) by the waves, helpless, until he \_\_\_\_\_ (suddenly wash) onto a tiny sandbar (沙洲 ཐུ་གླིང་།). He waited there for two days, hoping to be picked up by a passing boat, but didn't see any ships nearby. He had nothing to drink or eat. It was then that he decided that action \_\_\_\_\_ (must/take) immediately, or he would die.

"There was nothing that \_\_\_\_\_ (could have/done) at that point," he said to reporters Saturday evening. "I \_\_\_\_\_ (not/see) by any ships. And if I \_\_\_\_\_ (couldn't/see), I \_\_\_\_\_ (couldn't/pick up). So I needed to get off the island as quickly as possible – or I \_\_\_\_\_ (would/find) by death within days. And what better way to get off the island than how I got on – my surfboard."

The young man got on his surfboard. He \_\_\_\_\_ (bring) by a lucky current (流 འཁོར་བསྐྱོད།) towards the coast of Long Island, not far from where he \_\_\_\_\_ (wash out) to sea. Exhausted, dehydrated (脱水的 སྐམ་པོར་བསྐྱོད།) and starving, he \_\_\_\_\_ (find) on the beach by Mrs. Edna May Rosen, 85, who had been taking an evening walk. Mrs. Rosen soon called the police, and the young man \_\_\_\_\_ (take) to the hospital and \_\_\_\_\_ (give) food, water and clothing. His family \_\_\_\_\_ (notify) (通知 བདུ་སྐྱོད།) and quickly arrived at the emergency room, relieved to find their son alive.

## Special Topic: News of the Weird

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For many years now, Chuck Shepherd has been collecting strange, crazy or just funny pieces news from newspapers, radio and TV from around the world. Here is a selection of recent "News of the Weird"!

**Sports:** A man in Saudi Arabia, Mr. Badr Al-Alyani, told a newspaper he was close to the world record (世界纪录 འཛམ་གླིང་ཟིན་ཐོ) for squirting (喷射 རྒྱུ་སྤྲོས་གཏོར་བ།) milk from his eye. The record is now held by Mehmet Yilmaz of Turkey, who can squirt milk 2.7 meters. Al-Alyani has reached 2.3 meters, and said he “will continue training” until he can make a new world record...a company in England has started a “world watching-paint-dry championship”. The competitors will watch paint on a wall, and whoever can look at the paint for the longest time (without turning away) will win. The company says that “previous paint-watching experience is not needed.”

**Bad Criminals:** London police are looking for a man whole tried to rob the Halifax Bank. The man came into the bank, took out his gun and demanded £700,000, saying he would shoot the bank employee (员工, 雇员 སྒྲ་བ།) if he didn't get the money. Then, when the bank employee agreed, the thief made a small mistake: instead of giving the bank employee the bag for the money, he absentmindedly (健忘的 བརྗེད་སྒྲ་བ།) gave the employee his gun. Quickly realizing his mistake, he ran away as fast as he could, and still has not been found by the police.

**Great Art:** A German judge recently made an art gallery (美术馆 བཟོས་རྒྱལ་གླིང་།) in Munich, Germany, give artist Stefan Bohnenberger about \$2,600. This happened because the artist said the gallery had lost his artwork. The lost work, “Pomme's d'Or” (“Golden Apples”), consisted of (由...组成 ལས་གྲུབ་བ།) two normal French fries (炸土豆条 རོག་ཁོག་ན་མོ་རྩོད་བ།) and two French fries covered in a thin layer (层) of gold. The gallery still had the golden French fries, but couldn't find the normal French fries. The gallery added that it wasn't important anyway, as they were only French fries.

**Really?:** In Calcutta, India, engineers are trying to save the historic Howrah Bridge from falling down. The problem? The steel (钢铁 རྩ་རྒྱལ་ས) bridge is being corroded (腐蚀 རྒྱལ་བ།) by spit, and might fall down in the next few years. Over 500,000 people cross the bridge every day and spit onto the bridge, which has made the bridge's steel frame (结构 གྲུལ་རྒྱལ་བ།) 50% thinner and weaker over the past three years! As a result, the government has created a new educational campaign, in which the Gods ask people to hold their spit until they cross the bridge.

Source: Chuck Shepherd, News of the Weird, <http://www.newsoftheweird.com/>

## Reading Comprehension Questions

1. What is true about both of the “sports” stories?

- a. they are both about regular, popular sports      b. they are both about people who want to win  
c. they are both about world records                      d. they are both about unusual sports

2. What qualities do you think you might need in the paint-watching championship?

- a. fear, athleticism      b. strength, ability to relax      c. calm, patience      d. patience, athleticism

3. Which of the following did the bank robber NOT do?

- a. threaten to shoot      b. confuse his bag and gun      c. run away      d. steal money

4. From the story, how would you describe the thief's personality?

- a. optimistic, confused      b. upset, worried      c. preoccupied, forgetful      d. confused, pessimistic

5. How many French fries were in Mr. Bohnenberger's artwork?

- a. 2      b. 3      c. 4      d. 5

6. How do you think the art gallery felt about his art?

- a. they thought it was brilliant      b. they thought it wasn't anything special  
c. they thought it was upsetting      d. they thought it was frightening

7. Why might cause the collapse of Calcutta's Howrah Bridge?

- a. people      b. animals      c. vehicles      d. the river

8. What is the purpose of the educational campaign?

- a. to make people stop spitting in Calcutta      b. to improve the city's environment  
c. to protect the bridge      d. to make people follow the Gods' wishes

9. In groups, write your own "News of the Weird" story! Use the stories above as examples. (75-100 words)

### Cloze 1 (2010 北京三省三校二模)

It was a cold winter. The day my husband fell to his death, it started to snow, just 1 any November day. His 2, when I found it, was lightly covered with snow. It snowed almost every day for the next four months, while I sat on the couch and watched it 3. One morning, I walked slowly 4 and was surprised to see a snow remover clearing my driveway and the bent back of a woman clearing my walk. I dropped to my knees and crawled back upstairs, 5 those good people would not see me. I was 6. My first thought was, how would I ever 7 them? I didn't have the 8 to brush my hair, 9 clear someone's walk.

Before Jon's death, I felt proud that I 10 asked for favors. I identified myself by my competence and 11. So who was I if I was no longer capable? How could I 12 myself if I just sat on the couch every day and watched the snow fall?

Learning to receive the love and 13 from others wasn't easy. Friends cooked for me and I cried. Finally, my friend Kathy said, "Mary, cooking for you isn't a 14 for me; it is makes me feel good to be able to do something for you."

Over and over, I heard 15 words from the people who supported me during those 16 days. One wise man told me, "You aren't doing nothing because being fully open to your 17 may be the hardest work you will ever do."

I am not the person I 18 was, but in many ways I have changed for the 19. I've been surprised to learn that there is incredible freedom coming from 20 one's worst fear and walking away whole. I believe there is strength, for sure, in accepting a dark period of our life.

- |                     |                 |                 |                  |
|---------------------|-----------------|-----------------|------------------|
| 1. A. on            | B. in           | C. like         | D. for           |
| 2. A. body          | B. soul         | C. shoe         | D. footprint     |
| 3. A. sweep up      | B. drop off     | C. fall down    | D. pile up       |
| 4. A. upstairs      | B. downstairs   | C. indoors      | D. outdoors      |
| 5. A. so            | B. yet          | C. and          | D. for           |
| 6. A. delighted     | B. disappointed | C. annoyed      | D. ashamed       |
| 7. A. pay           | B. award        | C. reward       | D. treat         |
| 8. A. courage       | B. strength     | C. spirit       | D. power         |
| 9. A. stand alone   | B. leave alone  | C. sit alone    | D. let alone     |
| 10. A. frequently   | B. gradually    | C. hardly       | D. uncertainly   |
| 11. A. intelligence | B. independence | C. excellence   | D. qualification |
| 12. A. achieve      | B. praise       | C. respect      | D. promote       |
| 13. A. supply       | B. support      | C. contribution | D. similar       |
| 14. A. burden       | B. job          | C. business     | D. sorrow        |
| 15. A. sensitive    | B. same         | C. considerate  | D. similar       |
| 16. A. blue         | B. rainy        | C. bright       | D. snowy         |
| 17. A. despair      | B. difficulty   | C. pain         | D. regret        |
| 18. A. still        | B. once         | C. even         | D. never         |
| 19. A. worse        | B. less         | C. more         | D. better        |
| 20. A. facing       | B. noticing     | C. managing     | D. expressing    |

## Cloze 2 (2011 河北唐山一模)

As I got out of my car near a store, I noticed a small sign stuck to the very bottom of the pole. It stood out because it appeared to be a 1.

At first I thought it had fallen, but at closer look I saw it had been very securely (牢牢地) 2 with several inches of sticking tape (胶条). I was 3 who would attract people's attention in this way to sell a 4, and then I saw more such signs, a little girl and a lady. 5, I approached them and waited until the little girl 6 another yard of tape around the last sign.

"Excuse me, but why are you placing the house for sale signs so close to the 7?" I asked.

"She is not selling the house. Look 8!" the lady said with a smile. I bent down adjusting (调整) my 9 until I could finally read the small print.

"We miss you! Come home!" I read out loud. "Then look at the 10!" the lady said. I was really 11 my hands and knees and saw in the picture a child and a 12 in front yard before standing up with a 13 look.

"Her dog, Grace, is lost," the lady explained.

"But most people would hang a lost 14 where people could actually see it," I said.

"Well, you saw it." the young girl responded.

The innocent (天真) answer made me hesitate (犹豫) to 15 further explanation. Thankfully, the lady continued to explain, "I have told her that it may be 16 to find her dog because you can see the store has many signs posted. But she wanted her dog to find her. 17 the picture of the house, her and the dog... I didn't want to 18 until she felt she did everything she could," she said.

I got 19. The signs were there for the dog to see. If you want to learn the meaning of 20, get down to a child's level. One week later Grace came home. Amazing!

- |                    |              |                 |                |
|--------------------|--------------|-----------------|----------------|
| 1. A. chance       | B. belief    | C. mistake      | D. cheat       |
| 2. A. fastened     | B. closed    | C. locked       | D. pressed     |
| 3. A. shouting     | B. wondering | C. seeking      | D. testing     |
| 4. A. house        | B. picture   | C. store        | D. tape        |
| 5. A. Continuously | B. Curiously | C. Carefully    | D. Stupidly    |
| 6. A. wound        | B. placed    | C. tore         | D. spread      |
| 7. A. store        | B. pole      | C. ground       | D. car         |
| 8. A. harder       | B. closer    | C. lower        | D. further     |
| 9. A. direction    | B. sight     | C. height       | D. position    |
| 10. A. design      | B. picture   | C. material     | D. explanation |
| 11. A. on          | B. with      | C. off          | D. by          |
| 12. A. house       | B. mother    | C. dog          | D. shop        |
| 13. A. frightened  | B. surprised | C. disappointed | D. puzzled     |
| 14. A. poster      | B. sign      | C. mark         | D. notice      |
| 15. A. send for    | B. ask for   | C. call for     | D. look for    |
| 16. A. easy        | B. pleasant  | C. hard         | D. hopeful     |
| 17. A. Thus        | B. However   | C. Instead      | D. Otherwise   |
| 18. A. put up      | B. give up   | C. mix up       | D. clear up    |
| 19. A. this        | B. those     | C. these        | D. it          |
| 20. A. care        | B. respect   | C. life         | D. faith       |

## Test Reading 1 (2010 四川)

Somali pirates (海盗) robbed three Thai fishing ships with 77 sailors on board nearly 1,200 miles off the Somali coast, the farthest-off-shore attack to date, an officer said Tuesday.

Pirates have gone farther south and east in answer to increased patrols (巡逻) by warships off the Somali shore. The robbing of the three ships Sunday was about 600 miles outside the normal operation area for the international force, said a spokesman.

The spokesman said the attack so far out at sea was a clear sign that the international patrols against pirates were having a “marked effect on pirate activity in the area”.

“Once they start attacking that far out, you’re not even really talking about the Somali basin or areas of water that have any connection with Somalia,” said an officer, Roger Middleton. “Once you’re that far out, it’s just the Indian Ocean, and it means you’re looking at trade going from the Gulf to Asia, from Asia to South Africa.”

“This is the farthest robbing to date. They are now operating near the Maldives and India,” said another officer.

The three ships—the MV Prantalay 11, 12, and 14 - had 77 members on board in total. All of them are Thai, the spokesman said. Before the Sunday robbing, pirates held 11 ships and 228 sailors.

Pirates have increased attacks over the past year in hopes of catching more dollar payments. Because of increased patrols and defenses on board ships, the success rate (率) has gone down, though the number of successful attacks has stayed the same year over year.

1. The pirate attack reported in the text happened \_\_\_\_\_.  
 A. far out in the Indian Ocean                      B. in the normal patrol area  
 C. near the Somali coast                              D. in the south of Africa
2. According to the text, which can best describe the situation of the pirate problems?  
 A. More goods on board are lost.  
 B. Pirate attacks happen in a larger area now.  
 C. The number of attacks has stayed the same these years.  
 D. Pirate attacks are as serious as before along the Somali coast.
3. Which is true about the warship patrols according to the text?  
 A. The patrols are of little effect.  
 B. The patrols are more difficult.  
 C. More patrols are quite necessary even in Asia.  
 D. The patrols only drive the pirates to other areas.
4. How many sailors were held by the pirates up to the time of the report?  
 A. 228.                      B. 77.                      C. 383.                      D. 305.

## Test Reading 2 (2009 全国 II)

The American newspaper has been around for about three hundred years. In 1721, the printer James Franklin, Benjamin's older brother, started the New England Courant, and that was what we might recognize today as a real newspaper. He filled his paper with stories of adventure, articles on art, on famous people, and on all sorts of political subjects.

Three centuries after the appearance of Franklin's Courant, few believe that newspapers in their present printed form will remain alive for long. Newspaper companies are losing advertisers (广告商), readers, market value, and, in some cases, their sense of purpose at a speed that would not have been imaginable just several years ago. The chief editor (主编) of the Times said recently, "At places where they gather, editors ask one another, 'How are you?', as if they have just come out of the hospital or a lost law case." An article about the newspaper appeared on the website of the Guardian, under the headline "NOT DEAD YET."

Perhaps not, but the rise of the Internet, which has made the daily newspaper look slow and out of step with the world, has brought about a real sense of death. Some American newspapers have lost 42% of their market value in the past three years. The New York Times Company has seen its stock (股票) drop by 54% since the end of 2004, with much of the loss coming in the past year. A manager at Deutsche Bank suggested that stock-holders sell off their Times stock. The Washington Post Company has prevented the trouble only by changing part of its business to education; its testing and test-preparation service now brings in at least half the company's income.

1. What can we learn about the New England Courant?

- A. It is mainly about the stock market.  
 B. It marks the beginning of the American newspaper.  
 C. It remains a successful newspaper in America.  
 D. It carries articles by political leaders.
2. What can we infer about the newspaper editors?  
 A. They often accept readers' suggestions      B. They care a lot about each other's health.  
 C. They stop doing business with advertisers.      D. They face great difficulties in their business.
3. Which of the following found a new way for its development?  
 A. The Washington Post      B. The Guardian      C. The New York Times.      D. New England Courant
4. How does the author seem to feel about the future of newspapers?  
 A. Satisfied      B. Hopeful      C. Worried      D. Surprised

### Test Reading 3 (2011 云南二次复习统一检测)

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Switzerland is among the best-armed nations in the world, with more guns per person than any other country except the U.S., Finland and Yemen. At least 2.3 million weapons are found in this country which has a population of less than 8 million, according to a survey.

On Sunday, Swiss voters made sure it stays that way, rejecting (否决) a proposal to tighten the nation's relaxed firearms laws. The decision was welcomed as a victory by gun enthusiasts, sports shooters and supporters of Switzerland's citizen soldier tradition.

The clear defeat of the proposal – 56.3 percent of voters rejected it - may seem surprising for a peaceful nation that hasn't been at war with its neighbors since Napoleon invaded two centuries ago.

Doctors, churches and women's groups tried and failed Sunday to require military-issued firearms to be locked in secure places. They also wanted the Swiss government to ban the sale of fully automatic weapons, arguing this would help cut incidents of domestic violence and Switzerland's high rate of firearms suicides (自杀).

Women are the main victims of domestic violence, and are also the ones left behind when their fathers, husbands or boyfriends commit suicide with an army weapon.

About a quarter of Switzerland's 1,300 suicides each year involve a gun, and those calling for tighter rules say military weapons are used in between 100 and 200 suicides a year.

There are signs, however, that even in Switzerland attitudes to guns are changing. Young people are among those most likely to favor curbs (限制) on gun ownership.

1. According to Paragraph I, in Switzerland \_\_\_\_\_.  
 A. citizens own the largest number of weapons worldwide  
 B. the firearms outnumber the U.S., Finland and Yemen  
 C. the number of guns per person ranks No. 4 in the world  
 D. men are best-armed in the world
2. Which Swiss groups proposed to tighten the nation's firearms laws?  
 A. Gun enthusiasts and sports shooters.      B. Doctors and lawmakers  
 C. Churches and women      D. Soldiers and supporters of tradition
3. Which is a reason why some people call for curbs on guns in Switzerland?  
 A. School shooting incidents.      B. High rate of suicides with weapons.  
 C. Social violence.      D. Frequent robberies.
4. Which is the best title for the text?  
 A. Switzerland to Ban the Sale of Guns      B. Switzerland's Relaxed Laws  
 C. The Swiss Voted to Keep Their Guns      D. The Swiss Supported a Proposal
-

## Test Reading 4 (2010 陕西)

### Brave Frenchman Found Half-way Around the World

(NEW YORK) A French tourist highly praised for rescuing a two-year-old girl in Manhattan said he didn't think twice before diving into the freezing East River.

Tuesday's Daily News said the 29-year old left the spot quickly after the rescue last Saturday. He lifted the little girl out of the water after she fell off the bank at the South Street Seaport museum. He handed the girl to her father, David Anderson, who had dived in after him.

"I didn't think at all," Duret told the Daily News. "It happened very fast. I reacted very fast."

Duret, an engineer on vacation, was walking with his girlfriend along the pier (码头) when he saw something falling into the water. He thought it was a doll, but realized it was a child when he approached the river. In an instant, he took off his coat and jumped into the water.

When he reached the girl, she appeared lifeless, he said. Fortunately, when she was out of the water, she opened her eyes.

Anderson said his daughter slipped off the bank when he was adjusting his camera. An ambulance came later for her, said Duret, who was handed dry clothes from cooks. Duret caught a train with his girlfriend shortly after.

The rescue happened on the day before he left for France. Duret said he didn't realize his tale of heroism had greatly moved New York until he was leaving the next morning.

"I don't really think I'm a hero," said Duret. "Anyone would do the same thing."

1. Why was Duret in New York?

A. To meet his girlfriend

B. To work as an engineer

C. To spend his holiday

D. To visit the Andersons.

2. What did Duret do shortly after the ambulance came?

A. He was interviewed by a newspaper

B. He asked his girlfriend for his dry clothes

C. He went to the hospital in the ambulance

D. He disappeared from the spot quickly

3. Who dove after Duret into the river to save the little girl?

A. David Anderson

B. A passer-by

C. His girlfriend

D. a taxi driver.

4. When was Duret most probably found to be the very hero?

A. The day when he was leaving for home.

B. A couple of days after the girl was rescued

C. The first day when he was in New York

D. The same day when he was interviewed.

## Test Writing 1 (2007 湖北)

假设你是某中学学生会主席李华，你校与本地一所国际学校经常举办联谊活动，你计划在重阳节组织学生到养老院去慰问老人，拟邀请国际学校的学生参加。请根据以下内容要点给国际学校的学生会主席 Tony 写一封信。

要点：向老人赠送礼物(鲜花、自制贺卡.....)；

为老人提供服务(做清洁、陪老人聊天.....)；

为老人表演节目(唱歌、跳舞.....)。

注意：1.词数为 100 左右；

2.信的开头和结尾已为你写好(不计入你所写词数)；

3.已给出的信的开头和结尾不得抄入答题卡。

Dear Tony,

Chongyang, the traditional Chinese festival for the elderly, is coming around. We are planning to visit the Nursing Home to celebrate the special day, and we would like to invite students from your school to join us. \_\_\_\_\_

Looking forward to your early reply.

Yours,  
Li Hua

## Test Writing (2008 陕西)

某天，你班贴出了一张通知。请根据作文地带提供通知、内容要点和要求写一篇英语发言稿。参考作文地带提供内容要点：

1. 你对"周五读报活动"的看法：
2. 陈述你的理由(可举例说明)：
3. 你的具体建议。

要求：

1. 短文填写在答题卡的指定区域
2. 短文词数不少于 80(不含已写好的部分)
3. 内容充实，结构完整，语意连贯。
- 3.4. 快写须清楚、工整。

Notice: Our monitor suggests that we have "Friday News Hour". But some classmates do not agree. We will have a class meeting in English tomorrow afternoon to discuss this suggestion. Please prepare your talk and take an active part.

May 6, 2008

Dear fellow students,

Our monitor suggests that we have "Friday News Hour". I think that \_\_\_\_\_

## Vocabulary 2: Advertising and Money



What is advertising? Where do we see it?

Do you pay attention to advertising? Why or why not?

How is advertising related to money?

What is money? What is its purpose?



Match the words below to their meanings

- |                                     |   |
|-------------------------------------|---|
| 1. Entertainment (n), entertain (v) | 13. the cost of something   |
| 2. Brand (n)                        | ___ money you get when you sell something for more than you bought it                 |
| 3. Slogan (n)                       | ___ owing someone money   |
| 4. Attractive (adj)                 | ___ a plan for spending money, a limit on how much money you can spend                |
| 5. Persuade (v), persuasive (adj)   | ___ to have enough money to pay for something   |
| 6. Afford (v), affordable (adj)     | ___ to make someone think/want/do something   |
| 7. Credit (n)                       | ___ a company, a mark/name of a product   |
| 8. Loan (n)                         | ___ words a company uses to help sell products  |
| 9. Cash (n)                         | ___ something that is made for us to enjoy; to make (someone) happy and interested    |
| 10. Bargain (n, v)                  | ___ give money to a business/bank so you will (hopefully) get more back in the future |
| 11. Budget (n, v)                   | ___ all of the people who (might) want to buy products                                |
| 12. Cost (n, v)                     | ___ cheaper than normal, on sale  |
| 13. Expense (v)                     | ___ to make money by working  |
| 14. Debt (n)                        | ___ very pleasing/interesting, nice to look at  |
| 15. Earn (v)                        | ___ (n) cheap; (v) to argue about price   |
| 16. Profit (n, v)                   | ___ paying for something later  |
| 17. Discount (n, v)                 | ___ money that someone lends (借给 གཡམ་བཞུགས་པ།) you                                    |
| 18. Market (n)                      | ___ money – coins and bills   |
| 19. Finance (n), financial (adj)    | ___ money you give to pay for something, what you lose when you get something         |
| 20. Invest (v), investment (n)      | ___ planning how to get/save/make money; about money                                  |

## Reading: Advertising

Since the Reform and Opening (改革开放 བཅོས་དཔྱར་སྒོ་འབྱེད།) policy in the 1980's, China has become famous around the world for its fake brands. But while many American and European companies are asking China to control these fake brands, the fakes also have some benefits (利益, 好处 ཡན་པ་) for Chinese consumers. Fakes have made many products in China more affordable. For example, the Apple iPhone can cost over 5,000 RMB in China. Fake iPhones are a comparative bargain at 1,000 to 2,000 RMB. For many people, the cost of a real iPhone is an expense that they simply cannot afford. Even with discounts, people on a limited budget can't buy iPhones without taking out loans from a bank or going into debt. And many people without enough cash to pay later still buy iPhones by using credit. As such, many people who were planning to buy real iPhones are instead buying fake iPhones, which are often just as attractive and work just as well as the real thing.



Other fake products may not be beneficial but are at least entertaining. For example, one Chinese company had been making stoves (炉子 ཐབ་ཀ) with the Apple logo (标识 མཚན་རྟགས།) and the word "iPhone". This caused the New York Times, a big American newspaper, to call this product the "iStove".

But in 2012, the government seized (夺走 བདག་བཟུང་བ།) all of the "iStoves" and closed the company's factory in Wuhan. The government said this happened because the product was unsafe. But many believe these actions were simply part of a larger crackdown (严打, 打击 རྒྱུ་རྒྱུད།) on fake goods.

In many parts of the world, copying another brand's product, logo or slogan is against the law (非法 ཁྲིམས་འགལ།). It is also illegal to use an author's characters or ideas, a musician's song, or an inventor's creation without their permission (许可 ཚུགས་མཆན།).

But in China, these laws are not very strong. Consequently, many Chinese electronics, clothes, books, movies, advertisements and TV shows are often copies of similar things from America and other nations. For example, while American and European fans of Harry Potter were waiting for the 7<sup>th</sup> book to arrive in 2007, a Chinese Harry Potter #7 had already been published. This book, which had the same name (Harry Potter and the Deathly Hallows) and characters (Harry Potter, Ron, Hermione) as the real Harry Potter #7, was not written by real Harry Potter author J. K. Rowling - whose name was on the cover (封面 མདུན་ཤོག།).

This is not the first (or last) fake Harry Potter in China. Other fake Harry Potter stories include Harry Potter and the Hiking Dragon, Harry Potter and the Chinese Empire, Harry Potter and the Young Heroes, Harry Potter and Leopard-Walk-Up-to-Dragon, and Harry Potter and the Overseas Chinese Students". According to the New York Times, many of these books mix the characters and stories of J. K. Rowling's books with those from other famous books such as the Lord of the Rings (指环王 མཇུབ་དཀྱིས་བདག་པོ།) and

Journey to the West (西游记 རུབ་ཕྱགས་སུ་བསྐྱོད་པའི་གཏམ་རྒྱུད།). And this isn't just Harry Potter – many people estimate that 30% to 40% of Chinese books are copies.

But why are Americans and Europeans so worried about preventing copying? Why do they want to use laws to protect each product's uniqueness (独特 ཁྱད་པར་བ།)? These laws are made



partly to protect the creator of a product from competition – and allow them to earn a profit from selling their creations. But they are also made to encourage companies to make financial investments in new ideas. If copying is illegal, investing money in new ideas – such as the iPhone or Harry Potter – is less risky (有危險 ཉེན་ཁ་ཡོད་སྟེ།). Europeans and Americans are now worried about protecting their own companies' profits, which are being decreased by competition from Chinese fakes.

After China's Reform and Opening, many American and European companies were excited to Chinese market of consumers. They thought that they would easily make profits in a country of 1.3 billion people. But they didn't think that their cars, books, computers, phones, and other ideas being copied and sold at cheaper prices. Now, American and European governments are trying to persuade China to crack down on companies making fake products. But with so many fakes and so few real products, it's unlikely that any government action will have a significant effect on the issue. For now, China will remain the country of the iStove and fake Harry Potter – for better or for worse.

Sources :

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2. McDonald, Mark, "New from Apple: The iStove!", New York Times, February 25, 2012 <http://rendezvous.blogs.nytimes.com/2012/02/25/wow-new-the-apple-iphone-one-burner-stove/>

## Reading Comprehension Questions

1. Which of the following could be an appropriate title for the passage?
  - a. Fake Brands in China and Abroad
  - b. The iPhone and Harry Potter in China
  - c. Why are Americans Concerned about Copying?
  - d. China's Fake Brands: Advantages and Problems
2. What does the author NOT say are benefits to having fake brands?
  - a. they are more affordable than real brands
  - b. they often work better than real brands
  - c. they make consumers less likely to go into debt than real brands
  - d. they often work as well and are just as beautiful
3. Which of the following is NOT true about the "iStove"?
  - a. it was the subject of an American newspaper article
  - b. it is made by Apple
  - c. it bears a label saying "iPhone" and the Apple logo
  - d. the company which made it was closed by the government
4. It is illegal in many countries to copy products or ideas because \_\_\_\_\_.
  - a. they want to encourage imitations
  - b. they want to encourage profits
  - c. they want to encourage investment
  - d. they want to encourage companies
5. Why does the author say there are many fakes in China?
  - a. strong laws
  - b. weak laws
  - c. investment
  - d. affordability
6. What does the author NOT say about the fake Harry Potter books?
  - a. they often say they were written by J. K. Rowling
  - b. they often have the same characters as the real Harry Potter books
  - c. they often use storylines from other famous books
  - d. they were written by J. K. Rowling
7. Why does the author say Americans and Europeans are worried about fakes?
  - a. fakes can increase their companies' profits
  - b. fakes can decrease their companies' profits
  - c. fakes can make products more affordable
  - d. fakes can make people wealthier
8. What is the author's attitude towards fakes?
  - a. matter-of-fact, concerned
  - b. extremely worried, upset
  - c. happy, carefree
  - d. angry, fearful

9. What do you think about fake products? Are they good or bad, and why?

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## Grammar: Future in the Past

When we want to talk about things that were possible in the past, we use the future-in-the-past. We usually use this tense when we are talking about things that were planned but NOT actually done. It is often used in the same sentence with the simple past.

ང་ཚོས་འདས་ཟེན་པའི་ནང་དུ་འབྱུང་གྱུ་ཡིན་པའི་བྱ་བ་ཞིག་སློང་མོལ་བྱེད་པའི་དུས་སུ། ང་ཚོས་ future-in-the-past བཀོལ་བ་ཡིན། རྒྱུན་པར་དུས་གསུམ་གྱི་ནམ་བཞག་འདི་འདྲ་ཞིག་བཀོལ་ནས་འཆར་གཞི་ཡོད་ཀྱང་སྐབ་མེད་པ་དག་སློང་གིན་ཡོད། དུས་རྒྱུན་དུ་དེ་དང་མཚུངས་པའི་སྒྱུར་བཏང་འདས་པའི་ཚིག་གི་ནང་དུ་བཀོལ་བ་ཡིན།

There are two major forms of future in the past:

Future-in-the-past (1): was/were + going to + V

- ☐ I was going to travel to Lhasa last summer, but I decided not to.
- ☐ I wasn't going to work this weekend, but I had to finish a report.
- ☐ (eat) \_\_\_\_\_

Exercise 1: Complete the conversations by following the model below (speaking)

A: Did you go to the concert last night?

B: No, I didn't. I was going to go to the concert, but I had to visit my grandmother instead.



1. Gina and Sam, play basketball, do their homework



5. Niko and Terry, go to the internet bar, clean the classroom



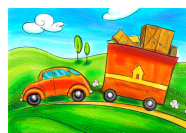
2. You, call your girlfriend, meet with my boss



6. Maria, watch a movie, wash her clothes



3. Ari, finish his homework, help his parents with the housework



7. Sonam, eat hotpot with his friends, help his family move to a new house



4. You and your parents, have dinner together, go to the hospital to see my aunt



8. You, dance with your friends, watch my little brother and sister

Exercise 2: Complete the sentences using the future-in-the-past tense

1. I knew that you \_\_\_\_\_ (go) to the party.
2. I told you that this plan \_\_\_\_\_ (fail).
3. When I was young, I decided that I \_\_\_\_\_ (become) a famous singer.
4. At the beginning of the game I was sure that we \_\_\_\_\_ (win) – but we didn't.
5. She \_\_\_\_\_ (come) to the wedding because her mother was in the hospital, but at the last minute she decided to come anyway.
6. Tom and Judy \_\_\_\_\_ (get) married, but they broke up several weeks before the wedding!
7. My sister and I \_\_\_\_\_ (not meet) for dinner tonight, but as both of our schedules were free we decided to get together.
8. You \_\_\_\_\_ (say) something, weren't you?

Exercise 3: Complete the sentences using the simple past, past continuous or future-in-the-past tenses

1. I \_\_\_\_\_ (eat) an orange one hour ago.
2. I \_\_\_\_\_ (eat) an orange when the teacher \_\_\_\_\_ (walk) into the room.
3. I \_\_\_\_\_ (eat) an orange, but just then the teacher \_\_\_\_\_ (walk) into the room.
4. Mark \_\_\_\_\_ (fight) the man who was being rude to him, but he \_\_\_\_\_ (decide) not to.
5. Carolyn \_\_\_\_\_ (work) on her math homework when the lights \_\_\_\_\_ (go) out.
6. He \_\_\_\_\_ (not study) English this term, but the teacher \_\_\_\_\_ (say) that he had to.
7. Adrian and Jerome \_\_\_\_\_ (think) that they both \_\_\_\_\_ (become) teachers, but they \_\_\_\_\_ (be) wrong: both of them \_\_\_\_\_ (become) scientists.
8. I \_\_\_\_\_ (see) a movie with my girlfriend last night, but instead I \_\_\_\_\_ (stay) home.
9. Why is Tara here? \_\_\_\_\_ (she/not walk) the kora tonight?
10. Alice \_\_\_\_\_ (take) the exam, but then she \_\_\_\_\_ (get into) college in Thailand, so she \_\_\_\_\_ (not have to).
11. \_\_\_\_\_ (your grandmother/make) dinner tonight? It is past 9:00 already and she hasn't started yet!
12. Though I \_\_\_\_\_ (call) you up at 5:00, I \_\_\_\_\_ (talk) with my parents



at that time, so I couldn't. I \_\_\_\_\_ (send) you a text message to let you know, but it seems like you \_\_\_\_\_ (not receive) it.

Sometimes, we use a different form of future-in-the-past to talk about things that were possible in the past.

Future-in-the-past (2):

Subject + Verb (about knowing) + Subject (again) + would + V + Object

Subject 1	Verb (simple past)	If/that	Subject 2	Modal verb (should, would, could)	Complement
I	thought	that	I	would become	a doctor.
Tashi	didn't know	if	He	would pass	the exam.
Sarah	knew	that	She	could climb	the mountain

- ☐ I wondered if we could find our way home.
- ☐ I thought that we should turn back down the valley.
- ☐ (go) \_\_\_\_\_

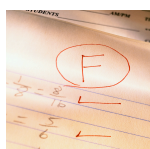
Exercise 4: Complete the conversations by following the model below (speaking)

A: Did you win the race?

B: No, I didn't.

A: That's too bad! I thought you would win the race.

B: I know, but I didn't – I fell down before the finish line.



1. Ron, pass the test (would/could), don't have enough time to finish



5. Robert, dance with that beautiful girl (would), get shy and left



2. You, meet your girlfriend for dinner (would), have to go home to help my parents



6. Your school, have a holiday (would), have classes all weekend.



3. Tenzin, finish the homework (would/could), fall asleep early last night



7. Your mother, finish her book (would/could), have to do a lot of other work



4. Your father, fix the car (would), get busy and forgot about it



8. Uncle Dunba, come to Rebgong (would), had to go to Yushu instead

Exercise 5: Make future-in-the-past sentences from the words below. You must put the verbs in the correct tense and add that/if and articles (a, the, etc.)

1. Sam / believe / he / would / change / world

- 
2. Lori / wonder / she / could / finish / math homework
- 
3. You / believe / you / could / bike / from here to Golog in a day / ?
- 
4. She / think / she / would / stay / overnight / but she didn't.
- 
5. I / think / Amelia and Jacob / would / be / together forever!
- 
6. Lobsang / believe / you / would / win / the race.
- 
7. You / think / Ben / could / run / faster than Tashi / ?
- 
8. I / think / we / could / take a bus from here to Labrang.
- 
9. Samantha / think / she / could / beat / all the students in a race
- 
10. My friends / think / they / would / never / get old
- 

## Grammar: Mixed Modals...and more

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Exercise 1: Write the correct answer in each blank to complete the sentences.

- I couldn't (can't/couldn't/may not) play basketball very well when I was young, but now I can't/couldn't/shouldn't (can't/couldn't/shouldn't) play very well anymore.
- The weatherman said it might (must/might/couldn't) rain tomorrow. That would/ought to/should (would/ought to/should) be too bad, because we'd have to cancel (取消 རྒྱུ་བྱུང་) the picnic.
- A: Are you going to go to Paris this winter holiday? You really shouldn't/couldn't/won't (shouldn't/couldn't/won't) travel there – instead you mustn't/ought to/have to (mustn't/ought to/have to) go see your family.  
B: I know I would/could/should (would/could/should) visit them, but I really want to travel to Paris. You learn a lot when traveling – if I hadn't traveled to Rome last year, I couldn't/have to/wouldn't (couldn't/have to/wouldn't) be able to speak Italian.
- He couldn't/may/has to (couldn't/may/has to) arrive in Rebgong tomorrow, but he doesn't really know. He may/might not/shouldn't (may/might not/shouldn't) arrive until Monday.
- You could/will/must (could/will/must) finish all of your homework by tomorrow! The teacher will/won't/couldn't (will/won't/couldn't) be very angry if you don't!
- You don't have to/mustn't/are supposed to (don't have to/mustn't/are supposed to) read chapter 31 – it's not important.
- Tashi, remember you mustn't/couldn't/should (mustn't/couldn't/should) smoke in school!
- If I must/could/should (must/could/should) play the guitar, I would/should/must (would/should/must) play it all day long. But sadly, I must/may/can't (must/may/can't) play the guitar at all!

9. Ben, you \_\_\_\_\_ (are supposed to/ought not to/couldn't) sleep at the internet bar on Saturday nights! You \_\_\_\_\_ (are supposed to/ought not to/couldn't) sleep in your own bed instead.

10. I'm sorry! I \_\_\_\_\_ (mustn't/had to/shouldn't) work tonight, so I \_\_\_\_\_ (mustn't/couldn't/must) come to your party.

Exercise 2: Complete the conversations below by following the model (speaking)

A: Hi, Alex. I'm really sorry about yesterday!

B: Why? What do you mean?

A: You must have been very angry with me yesterday.

B: I don't get it. Why should I have been so angry?

A: Well...we had planned to go on a date yesterday, but I totally forgot about it! I'm so sorry! You couldn't possibly forgive me, could you?

B: No worries. Actually, I owe you an apology!

A: Really? Why?

B: I couldn't have gone on a date with you anyway...I had to take care of my sister yesterday ...and I completely forgot to tell you!

A: That's OK. We can go on a date some time soon.

B: That sounds great! Next time I'm sure we will both remember!

1. go shopping with me, go to the doctor
2. climb the mountain together, do my homework
3. see a movie, wash my clothes
4. have dinner together, go to visit my grandmother
5. play basketball together, go to a meeting
6. \_\_\_\_\_

Exercise 3: Complete the sentences using perfect modals (modal + have + PP)

1. I \_\_\_\_\_ (pass) that test! I studied so hard...
2. A gift for me! You \_\_\_\_\_ (buy) it, that's too kind!
3. I \_\_\_\_\_ (ask) her out on a date – I didn't know she was already married!
4. You \_\_\_\_\_ (climb) Amnye Machen in two days last summer! That's impossible!
5. I wish that I \_\_\_\_\_ (come) to the party. But I was too busy.
6. You walked here from Zeku? You should be careful – it's so cold that you \_\_\_\_\_ (freeze) to death!
7. You still have that book? You \_\_\_\_\_ (return) it to the library by now!
8. You ran here from Dobden yesterday? You \_\_\_\_\_ (be) exhausted when you arrived!
9. His bags are here in the bedroom – he \_\_\_\_\_ (already/arrive).
10. You \_\_\_\_\_ (stay) up so late last night! You'll be tired all day today. You really \_\_\_\_\_ (go) to bed earlier.

Exercise 4: Complete the following sentences using any modals in the simple present, present continuous or perfect forms

1. A: What are you doing? You \_\_\_\_\_ (shouldn't/study) modals! Studying modals is so difficult and painful!
- B: I know, but I \_\_\_\_\_ (must/study) modals – they're on the test!
2. It looks like it's going to snow! You \_\_\_\_\_ (should/shut) the windows.
3. You look sick. \_\_\_\_\_ (I/should/make) an appointment to see the doctor?
4. I \_\_\_\_\_ (have to/go) to the library to finish researching my paper.
5. A: Did you enjoy the movie last night? I thought it \_\_\_\_\_ (should/be) longer – I didn't feel like I got to know the characters well enough.
- B: I didn't like it very much. Instead of going to the movie, I \_\_\_\_\_ (should/stay) home and played with my little sister. She had wanted to come to the movie, but I told her she \_\_\_\_\_ (couldn't/come) and that she \_\_\_\_\_ (should/stay) home.
6. In my country, you \_\_\_\_\_ (must/be) very kind and courteous to hosts.
7. It's unusual that Ari is late! He \_\_\_\_\_ (should/be) here an hour ago! Do you think he \_\_\_\_\_ (may/got stuck) in traffic?
8. A: Do you know what kind of tree this is?
- B: It \_\_\_\_\_ (might/be) a spruce. But then again, it \_\_\_\_\_ (might/be) a juniper or pine instead. I really don't know – you \_\_\_\_\_ (should/ask) someone else!
9. A: \_\_\_\_\_ (you/can/help) me? I \_\_\_\_\_ (can't/find) the bus station. \_\_\_\_\_ (you/can/tell) me how to get there?
- B: You \_\_\_\_\_ (should/get in) a taxi - it's really very far away!
10. Students \_\_\_\_\_ (mustn't smoke) in school!

### Exercise 5: Cloze

Advertising is a powerful force in our daily lives. While we know that we 1 always listen to ads, sometimes we simply 2 help ourselves. Ads are designed to be persuasive. As a result, many people, after seeing ads, feel that they simply 3 buy the product that was advertised. Then they go shopping, and spend a lot of money on things they 4 or 5 use in the future. Afterwards, they return home feeling guilty, thinking that they 6 spent so much money.

Research shows that the average American sees between 5,200 and 7,200 advertisements each day. Between TV, radio, signs and billboards, we 7 avoid the constant presence (在场, 出席) of advertisements. And today, advertising is branching into new areas (地区, 地域). Over the past several years, several people have made news by saying they 8 allow companies to put advertisements on their body! At some point in the near future, companies 9 advertisements on the faces of people around us!

There are now also advertisements on screens in subway tunnels, on buses, and any number of other places. Economists say that this spread of advertisements is due to market forces (市场调节作用), and consequently is something that we 10 accept as a necessary part of the modern world. But do we really 11 be surrounded by advertisements at all times? It surely 12 be healthy for us. As humans, we evolved to respond to stimulus (刺激) in our environment. Thousands of years ago, as hunters in the jungle, we 13 stayed alive and found food to eat without this stimulus-response system in our brains. But today, our brains respond not to threats in

the environment or possible food, but to the media, advertisements, and other things in the modern environment around us. We were built to respond to things like ads; if we weren't, we 14 died out thousands of years ago in the jungles of Africa.

So what 15 we do? How 16 we avoid these advertisements that surround us? There's really no way – we simply 17 resist (抵制, 阻挡) the power of advertising ourselves. Otherwise, we'll spend our lives regretting things we 18, thinking about what we 19 used the money for instead, what we 20 differently or what we 21 do differently next time. In America, we say "could've, would've, should've" to talk about things we regret. If we 22 resist advertisements, we won't be talking about the things we "could've, should've, would've" done, but instead can focus on living our life for ourselves. We 23 what we want to do, not what advertisers tell us we 24; we 25 truly begin to live our life for ourselves!

- |                           |                          |                        |                    |
|---------------------------|--------------------------|------------------------|--------------------|
| 1. A. should              | B. couldn't              | C. must                | D. shouldn't       |
| 2. A. can                 | B. couldn't              | C. can't               | D. could           |
| 3. A. can                 | B. might                 | C. must                | D. would           |
| 4. A. may                 | B. can                   | C. must                | D. would           |
| 5. A. may not             | B. can't                 | C. mustn't             | D. wouldn't        |
| 6. A. ought to have       | B. ought to              | C. ought not to have   | D. ought not to    |
| 7. A. can                 | B. can't                 | C. must                | D. mustn't         |
| 8. A. should              | B. could                 | C. would               | D. can             |
| 9. A. should be placing   | B. might be placing      | C. wouldn't be placing | D. will be placing |
| 10. A. shouldn't          | B. could                 | C. must                | D. mustn't         |
| 11. A. ought to           | B. have to               | C. ought not to        | B. don't have to   |
| 12. A. can                | B. must                  | C. shouldn't           | D. can't           |
| 13. A. could have         | B. couldn't have         | C. could               | D. couldn't        |
| 14. A. would              | B. wouldn't              | C. would have          | D. wouldn't have   |
| 15. A. could              | B. should                | C. would               | D. mustn't         |
| 16. A. can't              | B. can                   | C. must                | D. mustn't         |
| 17. A. shouldn't          | B. could                 | C. have to             | D. don't have to   |
| 18. A. should have bought | B. shouldn't have bought | C. could have bought   | D. couldn't buy    |
| 19. A. could use          | B. could have used       | C. couldn't have used  | D. couldn't use    |
| 20. A. would              | B. would have            | C. wouldn't            | D. wouldn't have   |
| 21. A. would              | B. must                  | C. will                | D. have to         |
| 22. A. can't              | B. are able to           | C. have to             | D. ought to        |
| 23. A. will be able to do | B. will have done        | C. could do            | D. won't do        |
| 24. A. should have done   | B. should do             | C. could have done     | D. could do        |
| 25. A. can                | B. can't                 | C. would               | D. wouldn't        |

## Project: Make your own advertisements

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In groups, write and design a 2 minute advertisement (for TV) for the product given to you by the teacher. You will need a script, slogan and logo. Be creative! How can you persuade the rest of the class that they need to buy your product?

## Cloze 1 (2011 上海)

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Everyone in business has been told that success is all about attracting and retaining (留住) customers. It sounds simple and achievable. But, 1, words of wisdom are soon forgotten. Once companies have attracted customers they often 2 the second half of the story. In the excitement of beating off the competition, negotiating prices, securing orders, and delivering the product, managers tend to become carried away. They forget what they regard as the boring side of business - 3 that the customer remains a customer.

4 to concentrate on retaining as well as attracting customers costs business huge amounts of money annually. It has been estimated that the average company loses between 10 and 30 per cent of its customers every years. In constantly changing 5, this is not surprising. What is surprising is the fact that few companies have any idea how many customers they have lost.

Only now are organizations beginning to wake up to those lost opportunities and calculate the 6 implications. Cutting down the number of customers a company loses can make a big 7 in its performance. Research in the US found that a five per cent decrease in the number of defecting (流失的) customers led to 8 increases of between 25 and 85 per cent.

In the US, Domino's Pizza estimates that a regular customer is worth more than \$5,000 over ten years. A customer who receives a poor quality product or service on their first visit and 9 never returns, is losing the company thousands of dollars in 10 profits (more if you consider how many people they are likely to tell about their bad experience).

The logic behind cultivating customer 11 is impossible to deny. "In practice most companies' marketing effort is focused on getting customers, with little attention paid to 12 them", says Adrian Payne of Cornfield University' School of Management. "Research suggests that there is a close relationship between retaining customers and making profits. 13 customers tend to buy more, are predictable and usually cost less to service than new customers. Furthermore, they tend to be less price 14, and may provide free word-of-mouth advertising. Retaining customers also makes it 15 for competitors to enter a market or increase their share of a market.

- |                     |                  |                  |                    |
|---------------------|------------------|------------------|--------------------|
| 1. A. in particular | B. in reality    | C. at least      | D. first of all    |
| 2. A. emphasize     | B. doubt         | C. overlook      | D. believe         |
| 3. A. denying       | B. ensuring      | C. arguing       | D. proving         |
| 4. A. Moving        | B. Hoping        | C. Starting      | D. Failing         |
| 5. A. markets       | B. tastes        | C. prices        | D. expenses        |
| 6. A. culture       | B. social        | C. financial     | D. economical      |
| 7. A. promise       | B. plan          | C. mistake       | D. difference      |
| 8. A. cost          | B. opportunity   | C. profit        | D. budget          |
| 9. A. as a result   | B. on the whole  | C. in conclusion | D. on the contrary |
| 10. A. huge         | B. potential     | C. extra         | D. reasonable      |
| 11. A. beliefs      | B. loyalty       | C. habits        | D. interest        |
| 12. A. altering     | B. understanding | C. keeping       | D. attracting      |
| 13. A. Assumed      | B. Respected     | C. Established   | D. Unexpected      |
| 14. A. agreeable    | B. flexible      | C. friendly      | D. sensitive       |
| 15. A. unfair       | B. difficult     | C. essential     | D. convenient      |

## Cloze 2: James' New Bicycle (2009 北京)

James shook his money box again. Nothing! He carefully 1 the coins that lay on the bed. \$24.52 was all that he had. The bicycle he wanted was at least \$90! 2 on earth was he going to get the 3 of the money?

He knew that his friends all had bicycles. It was 4 to hang around with people when you were the only one without wheels. He thought about what he could do. There was no 5 asking his parents, for he knew they had no money to 6.

There was only one way to get money, and that was to 7 it. He would have to find a job. 8 who would hire him and what could he do? He decided to ask Mr. Clay for advice, who usually had 9 on most things.

"Well, you can start right here," said Mr. Clay. "My windows need cleaning and my car needs washing."

That was the 10 of James's odd-job(零工) business. For three months he worked every day after finishing his homework. He was amazed by the 11 of jobs that people found for him to do. He took dogs and babies for walks, cleared out cupboards, and mended books. He lost count

of the 12 of cars he washed and windows he cleaned, but the 13 increased and he knew that he would soon have 14 for the bicycle he longed for.

The day 15 came when James counted his money and found \$94.32. He 16 no time and went down to the shop to pick up the bicycle he wanted. He rode 17 home, looking forward to showing his new bicycle to his friends. It had been hard 18 for the money, but James knew that he valued his bicycle far more 19 he had bought it with his own money. He had 20 what he thought was impossible, and that was worth even more than the bicycle.

- |                   |                 |                |              |
|-------------------|-----------------|----------------|--------------|
| 1. A. cleaned     | B. covered      | C. counted     | D. checked   |
| 2. A. How         | B. Why          | C. Who         | D. What      |
| 3. A. amount      | B. part         | C. sum         | D. rest      |
| 4. A. brave       | B. hard         | C. smart       | D. unfair    |
| 5. A. point       | B. reason       | C. result      | D. right     |
| 6. A. split       | B. spend        | C. spare       | D. save      |
| 7. A. borrow      | B. earn         | C. raise       | D. collect   |
| 8. A. Or          | B. So           | C. For         | D. But       |
| 9. A. decisions   | B. experience   | C. opinions    | D. knowledge |
| 10. A. beginning  | B. introduction | C. requirement | D. opening   |
| 11. A. similarity | B. quality      | C. suitability | D. variety   |
| 12. A. brand      | B. number       | C. size        | D. type      |
| 13. A. effort     | B. pressure     | C. money       | D. trouble   |
| 14. A. all        | B. enough       | C. much        | D. some      |
| 15. A. finally    | B. instantly    | C. normally    | D. regularly |
| 16. A. gave       | B. left         | C. took        | D. wasted    |
| 17. A. patiently  | B. proudly      | C. silently    | D. tiredly   |
| 18. A. applying   | B. asking       | C. looking     | D. working   |
| 19. A. since      | B. if           | C. than        | D. though    |
| 20. A. deserved   | B. benefited    | C. achieved    | D. learned   |

## Test Reading 1 (2010 河北石家庄二模)

A T-shirt a day has kept unemployment away for an American man who is making about \$85,000 a year by selling advertising space on his shirt.

Jason Sadler, 26, was once a former marketing expert from Florida. In 2008, he founded his own company, "iwearyourshirt", with the idea to wear a T-shirt supplied by any company and then use social media tools to develop the company. Sadler charges the "face value" of the day for his human billboard (广告牌) service. So January 1 costs \$1, while December 31 costs \$365. He said this may not sound like a lot, but it adds up to \$66,795 a year if he sells out every day, which he did this year. He also sells monthly sponsorships (赞助) for \$1,500, adding another \$18,000 to his income.

"I walk around, take photos, wear the shirt all day ... I blog about those photos, I put them up on Twitter, I change my Facebook introduction...and then I do a Youtube video. I made about \$83,000 this year," he told Reuters Television. The average U.S income is about \$615 a week or about \$32,000 a year, according to the U.S government.

Sadler has already begun to plan for his year 2010. He is making services larger by hiring another person to wear a shirt a day on the west coast of the United States.

- What is Sadler's "face value" of the day December 30?  
A. \$364.      B. \$365.      C. \$615.      D. \$1,500.
- It can be inferred that Sadler didn't advertise on \_\_\_\_\_.  
A. Twitter      B. Facebook      C. Youtube      D. Reuters
- Jason Sadler has a new plan to \_\_\_\_ for the year 2010.  
A. employ another person to replace him      B. start his business on the west coast

- C. stay at home on the east coast                      D. double the charge for the service  
 4. The passage is mainly about \_\_\_\_ in a new way.  
 A. taking photos                      B. writing blogs                      C. making money                      D. selling T-shirts

## Test Reading 2 (2008 全国 II)

### Attractions in Wisconsin

#### Wisconsin Historical Museum

30 N. Carroll Street on Madison's Capitol Square

Discover Wisconsin's history and culture (文化) on four floors of exhibits. Open for public program.

Admission is free.

Open Tuesday through Saturday, 9:00am -- 4:00 pm.

(608) 264-6555 [www.wisconsinhistory.org/museum](http://www.wisconsinhistory.org/museum)

#### Swiss historical village

612 Seventh Ave., New Glarus

The Swiss Historical Village offers a delightful look at pioneer life in America's heartland. 14 buildings in the village give a full picture of every day life in the nineteenth-century Midwest.

Tue.-Fri., May 1st -October 31st , 10:00 am-4:00 pm. Admission is \$20.

(608) 527-2317 [www.swisshistoricalvillage.com](http://www.swisshistoricalvillage.com)

#### Artisan Gallery & Creamery Café

6858 Paoli Rd., Paoli, WI

One of the largest collections of fine arts and crafts (手工艺品) in Wisconsin. Over 5000 sq. ft. of exhibition space in a historic creamery. While visiting enjoy a wonderfully prepared lunch at our café overlooking the Sugar River. Just minutes from Madison!

Gallery open Tue. -Sun., 10:00 am-5:00 pm.

Café open Wed. -Sat., 11:00 am -3:00 pm.

Sun. brunch with wine, 10:00-3:00 pm.

(608) 845-6600 [www.artisangal.com](http://www.artisangal.com)

#### Christopher Columbus Museum

239 Whitney St., Columbus

World-class exhibit -2000 quality souvenirs (纪念品) marking Chicago's 1893 World Columbian Exhibition. Tour buses are always welcome.

Open daily, 8:15 am - 4:00 pm.

(920) 623-1992 [www.columbusantiquemall.com](http://www.columbusantiquemall.com)

1. Which of the following is on Capitol Square?

- A. Wisconsin Historical Museum.                      B. Swiss Historical Village.  
 C. Artisan Gallery & Creamery Café.                      D. Christopher Columbus Museum.

2. Where can you go for a visit on Monday?

- A. Wisconsin Historical Museum.                      B. Swiss Historical Village.  
 C. Artisan Gallery & Creamery café.                      D. Christopher Columbus Museum.

3. Where can visitors have lunch?

- A. At Wisconsin Historical Museum.                      B. At Swiss Historical Village.  
 C. At Artisan Gallery & Creamery Café.                      D. At Christopher Columbus Museum.

4. We learn from the text that \_\_\_\_\_.

- A. Swiss Historical Village is open for half a year  
 B. Christopher Columbus Museum overlooks a river  
 C. tickets are needed for Wisconsin Historical Museum  
 D. Artisan Gallery & Creamery Café are open daily for 4 hours

## Test Reading 3 (2011 四川)

### Exploit your parking space

An unused parking space or garage can make money. If you live near a city center or an airport, you could make anything up to £200 or £300 a week. Put an advertisement (广告) for free on Letpark or Atmyhousepark.

### Rent (出租) a room

Spare room? Not only will a lodger (房客) earn you an income, but also, thanks to the government-backed "rent a room" program, you won't have to pay any tax on the first £4500 you make per year. Try advertising your room on Roomspare or Roommateeasy.

### Make money during special events

Don't want a full-time lodger? Then rent on a short-term basis. If you live in the capital, renting a room out during the Olympics or other big events could bring in money, Crashpadder can advertise your space.

### Live on set

Renting your home out as a "film set" could earn you hundreds of pounds a day, depending on the film production company and how long your home is needed. A quick search on the Internet will bring up dozens of online companies that allow you to register your home for free—but you will be charged if your home gets picked.

### Use your roof

You need the right kind of roof, but some energy companies pay the cost of fixing solar equipment (around £ 14,000), and let you use the energy produced for nothing. In return, they get paid for unused energy fed back into the National Grid. However, you have to sign a 25-year agreement with the supplier, which could prevent you from changing the roof.

1. If you earn £ 5000 from renting a room in one year, the tax you need to pay will be based on \_\_\_\_.

A. £ 800 B. £ 500 C. £ 4500 D. £ 5000

2. Where can you put an advertisement to rent out a room during a big event?

A. On Letpark. B. On Roomspare. C. On Crashpadder. D. On Roommateeasy.

3. If you want to use energy free, you have to \_\_\_\_.

A. sign an agreement with the government B. pay around £ 14,000 for the equipment  
C. sell the roof to some energy companies D. keep the roof unchanged for within 25 years

4. For whom the text most probably written?

A. Lodgers. B. Advertisers. C. House owners. D. Online companies

## Test Reading 4 (2010 全国 II)

### Coollest Hotels in the World

#### Ariau Amazon Towers

The Ariau Amazon Towers hotel lets you sleep in a tree house. Eight towers make up this hotel that offers over 300 rooms. If you really want to get into the spirit, book the Tarzan suite which is large enough for a big family. You'll be thirty feet up in the air and can travel between the towers through their wooden walkways.

Prices, starting at \$300 one night for each person for a regular room and going all the way up to \$3000 for the Tarzan Suite.

For more information, visit the website: <http://www.ariautowers.com>

#### The Ice Hotel

Every winter in Jukkasjarvi, Sweden kind of hotel called the Ice Hotel is built. Each year, world-famous artists are invited to design and produce works of art from the ice, many of which can be

found in the rooms. You'll have your choice between hot or cold rooms, but you will be well advised to stay at least one night in a cold room for a true experience.

Prices: starting at \$318 one night for each person for either a cold room or a warm one.

For more information, visit the website: <http://www.icehotel.com>

#### Propeller Island

Propeller Island City Lodge is a very special hotel that was designed by a German artist. Each room provides you with the possibility of living in a work of art. Every single piece of furniture in the thirty rooms of the hotel has been hand-made and each room is completely different. You'll be able to choose a room based on your own personal tastes.

Prices: starting at just \$91 a night, and an additional person for only 20 extra dollars.

For more information, visit the website: <http://www.propeller-island.com>

For information about other cool hotels in the world, visit the website:

<http://www.bahamabeachclub.com>

1. What is special about the Arian Amazon Towers hotel?

A. You can sleep in the houses                      B. You can choose any of the towers

C. It is designed for big families                  D. Every room has a walkway

2. For two persons spending a night in one of these hotels, they have to pay at least...

A. \$111              B. \$182              C. \$600              D. \$636

3. Which website should you visit if you want to find out whether there exists a hotel under the sea?

A. <http://www.icehotel.com>                      B. <http://www.ariatowers.com>

C. <http://www.propeller-island.com>              D. <http://www.bahamabeachclub.com>

4. Which hotel would invite artists to come to work every year?

A. Propeller Island City Lodge                      B. Arian Amazon Towers

C. The Ice Hotel    D. Bahama Beach Club

## Test Reading 5 (2011 甘肃第一次调研)

With their weakening bodies, advanced age or increasing pressure of work or study, people have been advised and usually persuaded to have health care products. Do you remember your first time to take a nutritional supplement (营养补充品)? What was your first impression?

Posted by Amy, Dec. 23, 2010 8:05 PM

Madeline on Dec. 24, 2010 7:25 PM

Years ago, as a young mom with two small children, I struggled to keep up with the demands of a busy life. One day, I woke up feeling so tired that I knew something had to change! A friend gave me some Royal Jelly—an amazing substance (物质) from the beehive (蜂房). I was doubtful, but desperate...so I tried it! In time, I began to experience renewed energy and vitality (活力) like never before! Now, over two decades later, I travel all round the country, sharing my life-changing experience. I'm grateful for the energy to keep up and love to share this wonderful discovery with others.

Blanca on Dec. 25, 2010 7:02 PM

Ten years ago, when I was 73, my mind wanted to be busy and useful, but my body didn't. I became tired and lethargic (无精打采的). That's when my daughter Madeline tried to persuade me to try her special Royal Jelly. It made such a dramatic (巨大的) difference in her life, so she was sure it could help me too! Hesitating for 2 days, I gave in. She was right! I no longer felt worn out. I had a new, youthful zest (热情) for life and I've been OK — thanks to Royal Jelly!

Lori on Dec. 25, 2010 10:27 PM

When my mom Madeline was introduced to Royal Jelly, it affected my life, too! Mom gave me some of her fantastic Royal Jelly. Boy, things did turn around! I had more energy and stamina (耐力) and was finally able to keep up with high school and, eventually, college activities. Today, I'm a busy mom in my mid-thirties with two active boys and a new business! I have enough energy

to do it all! I'm glad I took my Mom's advice.

1. From the text, we learn that \_\_\_\_\_.  
 A. Madeline became more than willing to take Royal Jelly at the very beginning  
 B. Lori was grateful partly because Royal Jelly helped him to improve his studies  
 C. Royal Jelly is a product that can help renew a person's energy and vitality  
 D. Amy has benefited from Royal Jelly so she posted a topic about the product
2. Which of the following is true of Blanca?  
 A. She replied to the topic on Christmas Eve.    B. She tried Royal Jelly without hesitation.  
 C. She is now supposed to be in her seventies.    D. She was the second one to reply to the topic.
3. What's the relationship between the Royal Jelly takers?  
 A. Lori and Blanca are Madeline's grandchildren.  
 B. Madeline is Blanca's daughter and Lori's mother.  
 C. Blanca is Lori and Madeline's great grandmother.  
 D. They have no blood relationship but friendship.
4. Where can we most probably read this text?  
 A. In a sports club.    B. On an Internet page.    C. In a fiction.    D. In a travel magazine.

## Test Writing 1

你校学生会需招聘一名留学生做英语学习顾问，请你以短文形式写一则招聘启事。

内容主要包括：

- 母语是英语，汉语流利者优先
- 解答英语学习问题，协助组织英语活动
- 每周 4 小时，报酬面议
- 联系人：李华（Tel:13011223344）

注意：1. 词数 100 左右；

- 2. 可以适当增加细节，以使行文连贯；
- 3. 启事标语和结尾已为你写好。

### English Advisor Wanted

## Test Writing 2 (2007 全国 II)

一家宾馆新开业，为吸引外国宾客，希望在互联网上进行宣传。请你用英语为其写一篇文字介绍。

主要内容应包括：

- 1.地点：距白山入口处 500 米；
- 2.房间及价格：单人间(共 20 间)，100 元/天;双人间(共 15 间)，150 元/天;热水淋浴；
- 3.餐饮：餐厅(中、西餐)，咖啡厅(茶、咖啡)；
- 4.游泳池：全天免费开放；5.欢迎预定。

注意：1.词数 100 左右，开头语已为你写好；

- 2.可适当增加细节，以使行文连贯。

## Test Writing 3 (2011 天津)

假设你是晨光中学学生会主席李华。你校将于 6 月 26 日接待来自美国某中学的学生访问团。你受学校委托，负责安排其在津的一日活动。请根据以下提示，用英语给该团的领队 Smith 先生写一封电子邮件，介绍活动计划并简要说明理由，最后征求对方意见。

- ☐ 上午与我校学生座谈（话题如校园生活、文化差异等）；
- ☐ 中午与我校学生共同进餐（午餐包括饺子、面条等）；
- ☐ 下午与我校学生游览海河。

注意：1、词数不少于 100；  
2、可适当加入细节，以使内容充实、行文连贯；  
3、信的开头和结尾已给出，不计入总词数。

参考词汇：海河 the Haihe River

Dear Mr. Smith,

I am Li Hua, chairman of the Student Union, from Chenguang High School. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Yours sincerely,  
Li Hua



# Unit 7: Criticism and Analysis

## Vocabulary 1: Analyzing Art

What is art? What is its purpose?



What are some different types of art?

- ☐ Thangka ☐
- ☐ Sculpture ☐
- ☐ ☐

In your opinion, is art important? Why or why not?

Write three sentences about each of the artworks below. What is in each artwork (what is the subject)? What is the meaning of each artwork? What do you think of each artwork? Criticize both the appearance and meaning of the artworks.



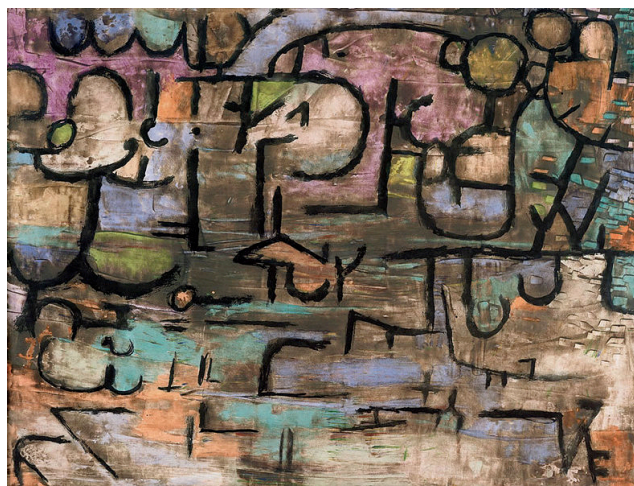
1. Liberty Leading the People, Eugene Delacroix, 1830 \_\_\_\_\_

\_\_\_\_\_

2. Drolma statue, Rebgong \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. Clock of the Académie Française, Andre Kertesz, 1929 \_\_\_\_\_

4. After the Flood, Paul Klee, 1936 \_\_\_\_\_

The vocabulary in this unit will help you talk about art, music, literature, arguments, opinions, thoughts...really anything that we can judge (判断 དུད་འཇོག).

Match the words below to their meanings.

- |  |   |
|--|---|
| 1. Criticism (n), criticize (v)        | 5 to be an example of, to be a symbol of OR to act or speak for (someone/thing)   |
| 2. Analysis (n), analyze (v)           | ___ meaning; importance   |
| 3. Objective (adj)                     | ___ find the differences between things   |
| 4. Subjective (adj)                    | ___ understanding; to understand a specific (具体的 རྟོག་པུ) meaning in something; one specific understanding of something's meaning |
| 5. Represent (v)                       | ___ to judge, to talk about the problems or faults of a person/thing  |
| 6. Symbolize (v), symbol (n)           | ___ a thing/person/action that has a larger meaning than itself (the Potala Palace is a ___ of Tibet); to represent               |
| 7. Opinion (n)                         | ___ to say or communicate something   |
| 8. Compare (v), comparison (n)         | ___ to see how things are similar or different  |
| 9. Significance (n), significant (adj) | ___ to say something (that you don't agree with or think is wrong) may be true or real  |
| 10. Theme (n)                          | ___ based on facts, reality   |
| 11. Distinguish (v)                    | ___ based on feelings or opinions, not facts  |
| 12. Admit (v)                          | ___ a subject or topic  |
| 13. Interpret (v), interpretation (n)  | ___ belief, judgment, or thought  |
| 14. Express (v)                        | ___ study something carefully   |

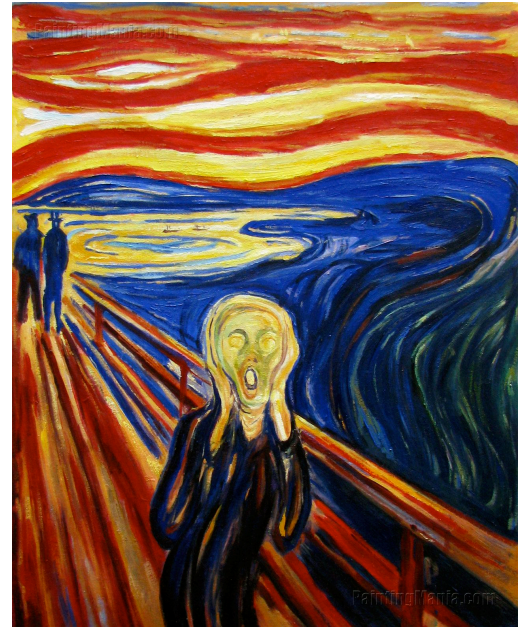
Reading: The Scream and Artistic Analysis

High school students often learn the basics of criticism and analysis when studying literature. They learn the difference between what is objective – “this book has 251 pages” – and what is subjective – “in my opinion, this book was terribly written.” Students learn how to think about not just what a book or poem is (the characters and the story) but also what it means.

But while students learn to criticize and analyze books, they don't often have the opportunity to do the same for art and music. The interpretation of art is a large academic field (专业 领域) itself. But how can we learn about the significance – the deeper meaning - of any particular artwork?

Beyond simply looking at the artwork, we can learn about the artist themselves. The social and political environment in which the artist worked, their personal philosophy and their personal life – all of these factors can help us learn about the artist, and consequently the meaning and symbolism of his/her art.

Edvard Munch's *The Scream*, one of a series (一系列 画作) of paintings created between 1893 and 1910, has been interpreted in many different ways. At the end of the 19<sup>th</sup> century, many people were thinking about the decline (下降 趋势) of religion in Europe - and what might be able to replace it. Some people think that *The Scream* represents the dilemma (进退 两难, 困境 处境) of the modern man – a person who wants to believe in something, but can find nothing real, solid (可靠的, 可信赖的, 确实的, 坚实的 东西) or truthful to believe in. Karl Marx described this



problem in one famous line - “all that is solid melts into air.” Everything that people thought was real or true, says Marx, has become meaningless, nothing, empty. Everything in the modern world is chaos (混乱 状态); nothing meaningful can be separated or distinguished from the confusion. With nothing to believe in, this man becomes the helpless, lost and confused figure in *The Scream*.

Other people think that *The Scream* is about a different theme altogether - the situation of artists as they prepare to create art. In this interpretation, it is the pain of creation that is expressed in the scream, the “panic (惊慌, 恐慌 状态) and chaos” which is the source of art.

And what about the artist himself? Munch became insane (疯癫, 有精神病 状态) for a portion of his life, and he said that *The Scream* represented the terror (恐

怖，恐惧 འཇིགས་རྒྱུད།) of insanity. “I was being stretched to the limit” (紧张到无法容忍 འཛབ་ནས་ཇི་བྱེད་འདི་བྱེད་མེད་པ།), he said. “Nature was screaming in my blood—I was at breaking point (解体 གསལ་བཤད་བྱེད་པ།). And after that I gave up hope of ever being able to love again.”

With all of these different interpretations of the picture, how can we form our own opinion? We can start, at least, by learning about the artist, and comparing the different interpretations. We have to make judgments and say things we're not sure about. And we have to be willing to admit that we're wrong, or that we don't know.

But nevertheless, all ideas and interpretations are valid (有效的 རྒྱས་པ་ཐོན་པ།) – because all may contain a piece of truth. So whether you think The Scream is about the dilemma of modern man, love, fear, death, anxiety, the creative process, insanity or something else, your own subjective opinion is still important! So study artworks carefully, learn about the artist and their social/cultural environment and then decide what you think of the artwork. Who knows – you may discover something amazing about the artwork or about yourself!

### Reading Comprehension Questions

- According to the passage, high school students learn \_\_\_\_\_.  
 a. how to think critically about art  
 b. how to think critically about subjective topics  
 c. how to think critically about objective topics  
 d. how to think critically about literature
- The difference between “objective” and “subjective” can be described as \_\_\_\_\_.  
 a. fact and reality  
 b. fact and opinion  
 c. your opinion and someone else's opinion  
 d. truth and reality
- The interpretation of art is:  
 a. something high school students often learn about  
 b. not a large academic field  
 c. something college students learn about  
 d. a large academic field
- Which of the following does the passage NOT say is a way to learn about the significance of an artwork?  
 a. learning about the artist's habits  
 b. learning about the artist's beliefs  
 c. learning about the artist's life  
 d. examining the work visually
- The Scream was not \_\_\_\_\_.  
 a. one of many paintings of the same name  
 b. the only painting of its name  
 c. painted by Edvard Munch  
 d. interpreted many ways
- Which of the following is not (according to the passage) an interpretation of The Scream?  
 a. The Scream represents man's fear of nature and/or of God  
 b. The Scream represents the difficulty and pain of creation  
 c. The Scream represents the artist's descent into madness  
 d. The Scream represents man's search for meaning and truth in a world without religion or anything higher to believe in
- What did Munch himself say about The Scream?  
 a. The Scream represents man's fear of nature and/or of God  
 b. The Scream represents the difficulty and pain of creation  
 c. The Scream represents the artist's descent into madness  
 d. The Scream represents man's search for meaning and truth in a world without religion or anything higher to believe in
- What do you think of The Scream? What might the painting mean?

## Grammar: Mixed Verbs

Exercise 1: Complete the dialogues by following the model below (speaking)

A: Peter! How are you? What have you been doing?

B: Good to see you! I have been working in a factory in Xining. What about you?

A: I have been studying at Qinghai Normal University. I am studying Chinese and Amdo Tibetan.

B: That's great! I'm sure you are studying hard.

A: Yes...it's hard work, but it's very rewarding. I hope you will come to visit me soon!

B: I was going to visit last summer, but I couldn't! Maybe I will come this summer.



1. Nellie, make woodcarvings, paint in Rebgong, paint thangka for tourists, paint beautifully



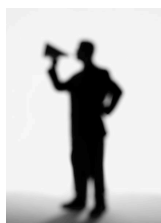
5. Natasha and Ben, fix cars in a mechanic shop, write in Lhasa, write novels and poetry, write beautifully



2. May and Alison, build houses, teach in Labrang, teach primary school and middle school, teach well



6. Bob, work in a company, play on a professional basketball team, play forward and center, train hard



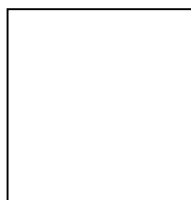
3. Jonathan, cook in a dumpling restaurant, manage a small company, manage more than fifty people, work hard



7. Louis, study to become a monk, sing professionally, sing Tibetan and Chinese songs, sing beautifully



4. Kevin and Alice, prepare for our wedding, design buildings, design museums and universities, design beautiful buildings



8.

## Exercise 2: Choose the correct answers below to complete the dialogue

Tsering: Hello Drolma, I haven't seen (didn't see/haven't seen/wasn't see) you for a long time! What \_\_\_\_\_ (did you do/have you done/have you been doing) all this time?

Drolma: It's good to see you too, Tsering! I \_\_\_\_\_ (have been working/worked/will work) in Zeku as a teacher. The last time I \_\_\_\_\_ (was seeing/saw/have seen) you, if I remember right, you \_\_\_\_\_ (have just finished/had just finished/will just finish) working as a tour guide. But you said that you \_\_\_\_\_ (took/were going to take/have taken) a different job soon.

Tsering: Yes! The last time you saw me, I still \_\_\_\_\_ (think/will think/thought) that I \_\_\_\_\_ (started/have started/was going to start) working as a cook. But I \_\_\_\_\_ (had changed/will have changed/changed) my mind! Instead, I \_\_\_\_\_ (still worked/am still working/had still worked) as a guide – but now I \_\_\_\_\_ (became/have become/had become) the manager of my own travel agency, Tibetan Adventures. Our business \_\_\_\_\_ (increased/has increased/had increased) every year since 2009!

Drolma: Wow, that \_\_\_\_\_ (is/was/will be) amazing! Where \_\_\_\_\_ (did your company lead/does your company lead/will your company) tours to?

Tsering: Our company \_\_\_\_\_ (had/has had/has) trips to every part of the Tibetan Plateau, from Mount Kailas (Gang Rinpoche) in the west to Labrang in the east! We \_\_\_\_\_ (had tried/have been trying/will have tried) to expand over the past few years – we \_\_\_\_\_ (were going to add/added/have added) trips to Nepal and Bhutan this year, but we \_\_\_\_\_ (will get/had gotten/didn't get) permits (许可证 མཁོག་ཆུང་དང་ལྷོ་ཡུལ་) from the government. In the future, I hope that we \_\_\_\_\_ (have become/ will have become/will become) the largest and most-respected travel agent in the region. By 2015, we \_\_\_\_\_ (will open/will have opened/have opened) a new office in Chengdu and \_\_\_\_\_ (will be begun/will have begun/will be being begun) to offer more trips in Kham.



Drolma: That sounds great! I \_\_\_\_\_ (is/am/be/is being) so happy for you!

Tsering: But that \_\_\_\_\_ (is/will be/be) really enough about me; what about you? What else \_\_\_\_\_ (had you done/have you been doing/had you been doing)?

Drolma: I \_\_\_\_\_ (will want/want/wanted) to tell you before, but I \_\_\_\_\_ (haven't/didn't have/haven't had) the opportunity – I \_\_\_\_\_ (have got/had got/got) married last summer!

Tsering: Congratulations! Who \_\_\_\_\_ (will be/has been/is) your lucky husband?

Drolma: His name is Phuntsok; he \_\_\_\_\_ (will be/has been/is) from a family of nomads in Golok.

Tsering: Wow! How \_\_\_\_\_ (are you meeting/do you meet/did you meet) him?

Drolma: Two years ago, while I \_\_\_\_\_ (visited/was visiting/have visited) relatives in Golok for Losar, I \_\_\_\_\_ (was going/went/have gone) shopping in Dawu town. While I \_\_\_\_\_ (walked/was walking/have walked) down the icy street, I \_\_\_\_\_ (have slipped/slipped/was slipping) and \_\_\_\_\_ (have fallen/fell/was falling). I \_\_\_\_\_ (was trying/have tried/tried) to get up but I \_\_\_\_\_ (can't walk/couldn't walk/can't walked) at all! I \_\_\_\_\_ (have had/had/was having) to go to the hospital, where I \_\_\_\_\_ (have discovered/discovered/was discovering) I had a broken leg. The doctors \_\_\_\_\_ (were fixed/fixed/were fixing) my leg, but one nurse was particularly kind and helpful. This nurse \_\_\_\_\_ (was being/be/was) the man I would marry two years later!

Tsering: What a romantic story! I \_\_\_\_\_ (wished/wish/am wished) you and your husband every happiness!

Drolma: Thank you! I have to go now, but it \_\_\_\_\_ (was/is/will be) very nice talking to you! I hope that we \_\_\_\_\_ (can meet/can't meet/could met) again soon!

Tsering: I \_\_\_\_\_ (have to travel/had to travel/will have traveled) to Zeku next month, so maybe then I \_\_\_\_\_ (should meet/can meet/would meet) you and your husband! I \_\_\_\_\_ (will have traveled/will be traveling/will have been traveling) in the area for nearly a week, so we \_\_\_\_\_ (have/will have/will have had) a lot of time to meet.

Drolma: That sounds great! I \_\_\_\_\_ (see/saw/seen) you then!

Tsering: See you then! Goodbye, and nice talking to you!

## Phrasal Verbs 9: Three word

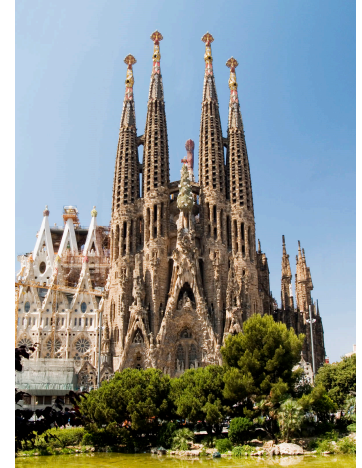
Come along (with)	Accompany, come with (someone)	We're going shopping in town. Do you want to come along with us?
Come over (to)	Visit the place where the speaker is	I'm not busy right now...do you want to come over to my house?
Cut out (of)	To remove (from a newspaper, etc) by cutting [separable]	I thought this article was interesting, so I cut it out of the newspaper.
Find out (about)	Discover information about	When did you find out about your girlfriend's relationship with Tom?
Get together (with)	Join, meet	We haven't seen each other for a long time...we should get together soon.
Go back (to)	To return to a place	When are you going back to work?
Go over (to)	1. approach, come close to 2. visit someone's home	The teacher went over to the blackboard. We should go over to Ben's house this evening.
Hang around (with) Hang out (with)	Spend time (not planned or organized), relax with (someone)	He likes to hang around the internet bar. I want to hang out with friends tonight.
Keep away (from)	1. Don't give to 2. stay away from	Keep fire away from children! You should keep away from fire!
Set out (for)	Begin a trip	I will set out for Henan tomorrow.
Sit around (with)	Sit and do nothing	You shouldn't just sit around with friends all day long. You should go out and play instead!

Exercise 1: Complete the sentences with three word phrasal verbs

- If you're not busy tonight, you should come \_\_\_\_\_ us to the bar!
- I haven't seen you in a long time. I'd love to get \_\_\_\_\_ you this week! Do you have any time?
- I don't want to go shopping. I just want to hang \_\_\_\_\_ my friend Jack at his house.
- The child had fallen down and was crying, so I went \_\_\_\_\_ him to calm him down.
- When did you find \_\_\_\_\_ your father's plans to get remarried?
- We will be driving for a long time, so I want to set \_\_\_\_\_ home early.
- Please keep \_\_\_\_\_ the stove – it's very hot.
- You should come \_\_\_\_\_ my house tonight – I'm going to be watching a movie.
- I saw a picture of my friend in the paper, so I cut it \_\_\_\_\_ to show him.
- Do you think you'll go \_\_\_\_\_ your hometown someday?
- I didn't do anything today except sit \_\_\_\_\_ my family at home.

## Special Topic: Gaudi

Antoni Gaudi was a Spanish architect who lived from 1852 to 1926. While he is sometimes thought of as a “modernist” architect, one cannot truly categorize (分类་རྒྱུ་) Gaudi’s work. His buildings are so unique and special that nearly all of them can be easily recognized as his work, and seven of his constructions have become UNESCO World Heritage Sites (世界遗产 འཛམ་གླིང་གྲུ་ལ་བཞག) simply because there is nothing else like them anywhere in the world.



Gaudi was born in a poor family in rural (农村的 རིང་ཁྲོང་



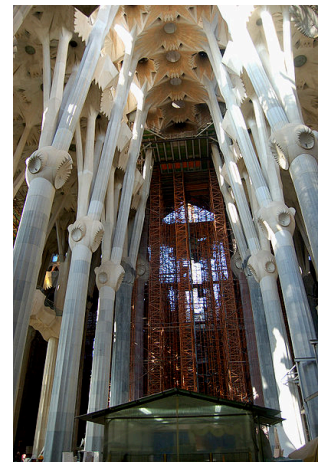
ཞི) Catalunya, a region in the north of Spain. He was often sick as a child, and became deeply religious at this time. He served in the military, and then studied architecture in Barcelona. After graduating, he started to get commissions (委托 ལས་འགན།) for buildings from wealthy people in Barcelona as well as the Catholic Church (天主教会 གནས་བདག་ཚོས་ཚགས།).

In 1883, Gaudi was asked to design a new church for Barcelona. The church, named the Sagrada Familia, became his greatest project, and continued long after his death. However, while he was working on the Sagrada Familia, Gaudi designed a number of other projects, including Parc Guell and

Casa Battlo.

However, Gaudi’s work on the Sagrada Familia eventually obsessed (使着迷 ཡིད་དབང་བཟུགས་པ།) him. To those people who worried that his designs for the church would take too long to build, he would reply “my client (顾客, སྐུ་མགྲོན། 委托人 འགན་དབང་མི་སྣ།) is not in a hurry.” By “my client” he meant “God”.

On June 7, 1926, Gaudi was taking his daily walk when he was hit by a train car. He was taken to the hospital, where he died the next day. At the time of his death, the Sagrada Familia was still far from being finished. In fact, the church still isn’t finished today! Today, architects estimate that it may be finished by 2030!



Gaudi’s designs were inspired (激励 སྐུ་ལྷན།) by the shapes and forms of nature. His designs almost never have any straight lines; instead, they are full of curves and other organic (有机的 སྐུ་ལྷན་གྱི།) shapes. One example is the inside of the Sagrada Familia, where the columns (支柱 ཀ་རྒྱུ་མ།) which support the building are built to look like trees. Similarly, in Casa Battlo

(1904), hallways and staircases are made to look like they are inside of a body. Meanwhile, the windows look like dragon teeth, while the roofs are filled with strange, brightly-colored shapes that remind many visitors of a forest.

Similarly, Parc Guell is full of strange caves, towers and sculptures that seem like something from a fantastic dream. Maybe this is why his buildings have become increasingly popular today – they offer a dream-like escape from the real world.

But at the same time, Gaudi's designs are also deeply religious. Gaudi felt that we could find god in the natural world. He believed that architecture should represent the divine (神的 领域) in nature and spent his whole life creating buildings which symbolized this idea. As a result, his art is truly astonishing (惊人的 设计), moving, (感动 的 设计), and like nothing else in the world.



### Reading Comprehension and Discussion Questions

1. Who was Antoni Gaudi?

a. a religious leader    b. an architect    c. a rural family    d. the natural world

2. How is his architecture unique?

a. it is religious    b. there are many straight lines  
c. his client is God    d. it is inspired by nature

3. What was his most important building? What is interesting about this building?

4. What were his influences?

a. other architects    b. the Sagrada Familia  
c. natural forms    d. modernist art

5. What did Gaudi think architecture should do? How did he see God and nature as connected? \_\_\_\_\_

6. What do you think of Gaudi's buildings? Is he crazy, a genius (天才), or something else? Write at least two sentences. \_\_\_\_\_

### Cloze 1 (2011 浙江)

Although I love my life, it hasn't been a lot of fun as I've been ill for 28 years.

Music has always been a great love of mine and, in my 20s, when my 1 was more manageable, I 2 ten years as a professional singer in restaurants, playing and singing folk songs. 3 that was years ago and times have changed. 4 I live with mother on a country farm. Two years ago, I decided that I would need to have some kind of extra work to 5 my disability pension (残疾抚恤金). 6 I needed to sleep in the afternoons, I was limited in my 7. I decided that I would consider 8 to singing in restaurants.

My family are all musicians, so I was 9 when I went into our local music store. I explained that I wanted to sing again but using recorded karaoke music. I knew that discs were very expensive and I really didn't have a lot of 10 to get started. And 11 you find only three to four songs out of ten on a disc that you can 12 use.

When I told the owner of the shop about my 13; he gave me a long thoughtful 14. "This means a lot to you, doesn't it?" he said. "Come with me."

He led me 15 the crowded shop and to a bench with a large professional karaoke box on it. He placed his large hand 16 on his treasure and said, "I have 800 karaoke songs in here. You can take your 17 and I'll record them for you. That should get you started."

I 18. Thanking him, I made a time with him to listen to all the songs and choose 19 that I could sing. I have come full circle with his help.

His 20 still warms my heart and makes me do just that bit extra, when I have the chance.

- |                    |                 |                      |                      |
|--------------------|-----------------|----------------------|----------------------|
| 1. A. loneliness   | B. sadness      | C. tiredness         | D. sickness          |
| 2. A. set          | B. enjoyed      | C. kept              | D. shared            |
| 3. A. Gladly       | B. Eventually   | C. Unfortunately     | D. Surprisingly      |
| 4. A. Now          | B. Then         | C. Sometime          | D. Meanwhile         |
| 5. A. add up to    | B. make up for  | C. get rid of        | D. take advantage of |
| 6. A. If           | B. As           | C. Though            | D. Before            |
| 7. A. movement     | B. condition    | C. choices           | D. positions         |
| 8. A. reaching out | B. living up    | C. getting on        | D. going back        |
| 9. A. recognized   | B. interviewed  | C. found             | D. invited           |
| 10. A. money       | B. time         | C. energy            | D. knowledge         |
| 11. A. thus        | B. once         | C. seldom            | D. often             |
| 12. A. actually    | B. hardly       | C. nearly            | D. formerly          |
| 13. A. job         | B. family       | C. idea              | D. offer             |
| 14. A. face        | B. view         | C. look              | D. sight             |
| 15. A. over        | B. along        | C. towards           | D. through           |
| 16. A. unhappily   | B. lovingly     | C. pitifully         | D. gratefully        |
| 17. A. pick        | B. turn         | C. role              | D. step              |
| 18. A. had to cry  | B. ought to cry | C. should have cried | D. could have cried  |
| 19. A. more        | B. the ones     | C. few               | D. the rest          |
| 20. A. courage     | B. devotion     | C. kindness          | D. trust             |

## Cloze 2 (2011 山东)

I first went to hear a live rock concert when I was eight years old. My brother and his friends were all 1 of a heavy metal group called Black Wednesday. When they 2 that Black Wednesday were going to perform at our local theatre, they all bought 3 for the performance. However, at the last minute, one of the friends couldn't go, so my brother 4 me the ticket. I was really 5 !

I remember the buzz (嘈杂声) of excitement inside the theatre as we all found our 6. After a few minutes, the lights went down and everybody became 7. I could barely make out the stage in the 8. We waited. Then there was a roar from the crowd, like an explosion, as the first members of the band 9 the stage. My brother leaned over and shouted something in my ear, but I couldn't 10 what he was saying. The first song was already starting and the music was as 11 a jet engine. I could 12 the drum beats and bass notes in my stomach.

I can't recall any of the songs that the band played. I just 13 that I really enjoyed the show and didn't want it to 14. But in the end, after three encores (加演), the show finished. We left the 15 and walked unsteadily out onto the pavement. I felt a little dizzy, as if I had just 16 from a long sleep. My ears were still 17 with the beat of the last song.

After the 18, I became a Black Wednesday fan too for a few years before getting into other kinds of music. Once in a while, 19, I listen to one of their songs and 20 I'm back at that first show.

- |                    |                |               |                 |
|--------------------|----------------|---------------|-----------------|
| 1. A. members      | B. friends     | C. fans       | D. volunteers   |
| 2. A. guessed      | B. discovered  | C. thought    | D. predicted    |
| 3. A. flowers      | B. drinks      | C. clothes    | D. tickets      |
| 4. A. booked       | B. offered     | C. returned   | D. found        |
| 5. A. relaxed      | B. embarrassed | C. excited    | D. encouraged   |
| 6. A. seats        | B. entrance    | C. spots      | D. space        |
| 7. A. comfortable  | B. quiet       | C. serious    | D. nervous      |
| 8. A. silence      | B. noise       | C. darkness   | D. smoke        |
| 9. A. fell upon    | B. got through | C. broke into | D. stepped onto |
| 10. A. forget      | B. hear        | C. repeat     | D. bear         |
| 11. A. loud        | B. heard       | C. sweet      | D. fast         |
| 12. A. feel        | B. touch       | C. enjoy      | D. digest       |
| 13. A. realize     | B. understand  | C. believe    | D. remember     |
| 14. A. continue    | B. delay       | C. finish     | D. change       |
| 15. A. party       | B. theatre     | C. opera      | D. stage        |
| 16. A. escaped     | B. traveled    | C. benefited  | D. woken        |
| 17. A. aching      | B. burning     | C. ringing    | D. rolling      |
| 18. A. competition | B. performance | C. interview  | D. celebration  |
| 19. A. though      | B. otherwise   | C. instead    | D. besides      |
| 20. A. decide      | B. regret      | C. conclude   | D. imagine      |

## Test Reading 1 (2011 山东)

Arthur Miller (1915-2005) is universally recognized as one of the greatest dramatists of the 20th century. Miller's father had moved to the USA from Austria-Hungary, drawn like so many others by the "Great American Dream". However, he experienced severe financial hardship when his family business was ruined in the Great Depression of the early 1930s.

Miller's most famous play, *Death of a Salesman*, is a powerful attack on the American system, with its aggressive way of doing business and its insistence on money and social status as indicators of worth. In Willy Loman, the hero of the play, we see a man who has got into trouble with the system. Willy is "burnt out" and in the cruel world of business there is no room for sentiment: if he can't do the work, then he is no good to his employer, the Wagner Company, and he must go. Willy is painfully aware of this, and at loss as to what to do with his lack of success. He refuses to face the fact that he has failed and kills himself in the end.

When it was first staged in 1949, the play was greeted with enthusiastic reviews, and it won the Tony Award for Best Play, the New York Drama Critics' Circle Award, and the Pulitzer Prize for Drama. It was the first play to win all three of these major awards.

Miller died of heart failure at his home in Roxbury, Connecticut, on the evening of February 10, 2005, the 56th anniversary of the first performance of *Death of a Salesman* on Broadway.

- Why did Arthur Miller's father move to the USA?
  - He suffered from severe hunger in his home country.
  - He was attracted by the "Great American Dream."
  - He hoped to make his son a dramatist.
  - His family business failed.
- The play *Death of a Salesman* \_\_\_\_\_.
  - exposes the cruelty of the American business world
  - discusses the ways to get promoted in a company
  - talks about the business career of Arthur Miller

D. focuses on the skills in doing business

3. What can we learn about Willy Loman?

A. He treats his employer badly.

B. He runs the Wagner Company.

C. He is a victim of the American system.

D. He is regarded as a hero by his colleagues.

4. After it was first staged, *Death of a Salesman* \_\_\_\_\_.

A. achieved huge success

B. won the first Tony Award

C. was warmly welcomed by salesmen

D. was severely attacked by dramatists

5. What is the text mainly about?

A. Arthur Miller and his family.

B. The awards Arthur Miller won.

C. The hardship Arthur Miller experienced.

D. Arthur Miller and his best-known play.

## Test Reading 2 (2007 天津)

### Charles Blackman: Alice in Wonderland

An Exhibition at the National Gallery of Victoria (NGV), Australia

10 June—12 August 2007

Venue (地点): The Ian Potter Centre

Admission: Free entry

Charles Blackman is famous for his beautiful paintings of dreams. In 1956, he heard for the first time Lewis Carroll's extraordinary tale of *Alice in Wonderland*—the story of a Victorian girl who falls down a rabbit hole, meets a lot of funny characters and experience all kinds of things. At that time, Blackman's wife was suffering from progressive blindness.

The story of Alice moving through the strange situations, often disheartened by various events, was similar to his wife's experiences. It also reflected so much of his own life. All this contributed to the completion of the *Alice in Wonderland* paintings.

### Illustrator Workshop

Go straight to the experts for an introductory course in book illustration. The course includes an introduction to the process of illustration and its techniques, workshop exercise and group projects.

Date: Sunday 17 June & Sunday 5 Aug., 10a.m.—1p.m.

Venue: Gas Works Arts Park

### Wonderful World

Celebrate the exhibition and Children's Book Week with special activities just for the day, including a special visit from Alice and the White Rabbit

Date: Sunday 24 June, 11a.m.—4p.m.

Venue: Exhibition Space, Level 3

### Topsy-Turvy

Visit the exhibition or discover wonderful curiosities in artworks in the NGV Collection and make a magic world in a box. Alice and the White Rabbit will be with you. Walt Disney's *Alice in Wonderland* will be screened.

Dates: Sunday 8, 15, 22, 29 July, and Tuesday 24—Friday 27 July, 12 noon-3p.m.

Venue: Theatre, NGV Australia

### Drawing Workshop

Distortions of scale (比例失真) can make artworks strange but interesting. Find out how Charles Blackman distorted scale in his paintings to create a curious world, then experiment with scale in your own drawings. More information upon booking.

Date: Friday 27 July, 10:30a.m.—3p.m.

Venue: Foyer, Level 3



## Test Writing 1 (2011 云南二次复习统一检测)

假如你是李华, 你市将于七月十日在市艺术中心举行一次外国人中文才艺比赛, 获将的前三名选手将赴北京参加决赛。请给你的美国朋友 **David** 写一封电子邮件, 告诉他相关信息, 并希望他来参加比赛。比赛要求:

1. 汉语自我介绍;
2. 才艺展示(中文歌曲、民族舞蹈或武术等);
3. 回答评委提问;
4. 每位先手十分钟。

咨询方式: Tel: 0871—66812597

Email: caiyi@sina.com

- 注意: 1. 词数 100 左右;  
2. 可适当增加细节, 使行文连贯。

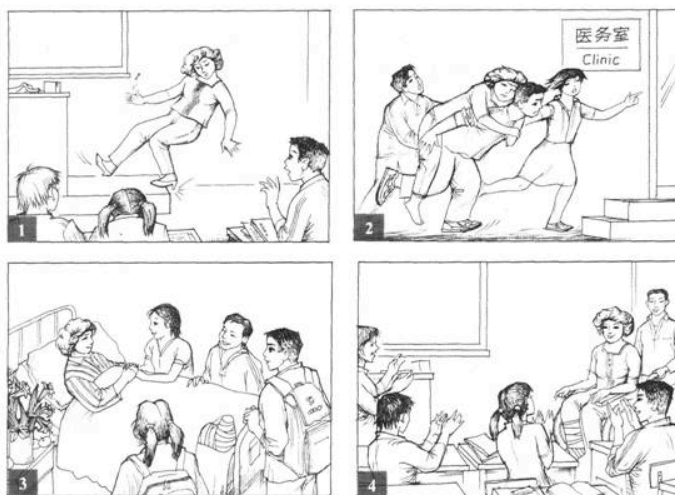
Dear David,

Love from,  
Li Hua

## Test Writing 2 (2011 北京)

### 第一节

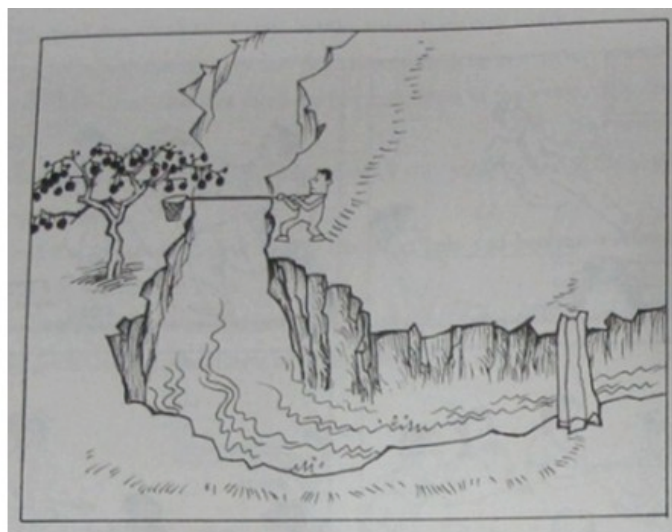
假设你是红星中学高二(1)班的学生李华, 下面四幅图描述了近期发生在你们班的一个真实故事, 请根据图片的先后顺序, 为校刊"英语园地"写一篇短文。词数不少于 60。



### 第二节

请根据下面提示, 写一篇短文, 词数不少于 50.

In your spoken English class, your teacher shows you the following picture. You are asked to describe the picture and explain how you understand it.



## Vocabulary 2: What do you think? Analyzing arguments

What is an argument?

Why do we argue?

Do you enjoy arguing? Why or why not?



Below are several arguments. In partners, the teacher will tell you to argue for or against the argument written. Write down any ideas you can think of to support (依据, 证实 བདེན་དབང་།) your argument – even if you don't agree with them! You must argue the viewpoint (观点 ལྟ་བུ) you are given by the teacher, no matter what you actually think; separate yourself from your opinion!

1. Men and women are equal.

☐ For

☐ Against

2. We shouldn't protect the environment.

☐ For

☐ Against

3. Money is earned. Rich people deserve their wealth; poor people simply aren't as good at earning money. As such, society (and the government) shouldn't help poor people – they should help themselves.

☐ For

☐ Against

Complete the text with the vocabulary words below.

Intellectual (adj, n)

Accept (v)

Reject (v)

Suspicious (adj)

Satisfying (adj), satisfy (v)

Academic (adj)

Abstract (adj)

Absolute (adj)

Apparent (adj)

Obvious (adj)

Complex (adj)

Principle (n)

Controversial (adj)

Context (n)

Debate (n/v)

Specific (adj), specifics (n, pl)

General (adj)

Perhaps the most common social and political argument in America concerns taxes (税 གཤམ་). In America, few topics have been the subject of intellectual (adj) \_\_\_\_\_ (n) or argument for so long. As a nation which began in a

revolt (造反 རོ་སྒྲུབ) against unfair British taxes, it was perhaps inevitable (不可避免, 必然 དེས་པར་འབྱུང་བྱེད་པ) that the issue of paying taxes would become so controversial (adj) among Americans. Today, Americans argue over all aspects (方面 རྒྱུགས་ནས།) of taxpaying – from the broad,

\_\_\_\_\_ (adj) ideas of why we should or shouldn't pay taxes to the detailed \_\_\_\_\_ (n) of tax laws. But in general, some Americans see taxpaying as necessary or even patriotic (爱国的 རྒྱལ་ཁབ་ལ་དགའ་བ།), while others believe it is a cruel attack on personal freedom and the national spirit.

Many Americans \_\_\_\_\_ (v) that paying taxes is necessary to maintain (保持, 维持 རྒྱ་སྐྱོང་བ།) government and its services. To these Americans, it's \_\_\_\_\_ (adj) that the government couldn't fulfill its essential purposes without the money collected from taxes.

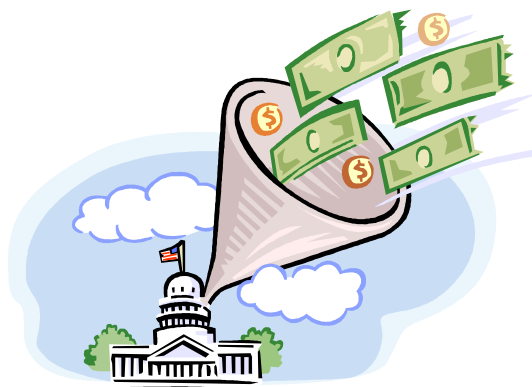
However, to many Americans, this isn't good or \_\_\_\_\_ (adj) at all. These Americans strongly believe in or \_\_\_\_\_ (n) of "limited government" – the idea that the government shouldn't do very much at all. They believe that taxes increase the power of government and limit (限制 མཐོང་འཛིན་བ།) the \_\_\_\_\_ (adj) freedom of all individuals. As a result, they are extremely \_\_\_\_\_ (adj) of paying taxes.

However, when taxes aren't paid, the results are immediately \_\_\_\_\_ (adj) to citizens. For example, the residents of Colorado Springs decided to limit and cut taxes repeatedly. However, without any source of money, the city government could no longer afford to provide regular services. Streetlights were turned off at night, trash went uncollected in the streets, and city facilities (设施 སྤྱི་གཞི) such as parks and libraries were closed.

Many critics say that this situation was caused by citizens' strong beliefs in limited government. Though the idea of limited government is appealing as an \_\_\_\_\_ (adj) concept, it cannot be usefully applied in modern society. The modern world is too \_\_\_\_\_ (adj) for limited government, say these critics – a fact demonstrated by the situation in Colorado Springs.

However, others disagree, stating that America should keep to its founding ideas. Limited government, these people argue, is the foundation of American society. Taxes and government services do nothing but limit individual liberty.

And so the debate over taxes continues – not only in schools and other \_\_\_\_\_ (adj) environments and \_\_\_\_\_ (n) but also in government buildings, offices, bars, parks...everywhere across the land. Ultimately, if history is to be believed, it's not a debate that will be resolved anytime soon.



## Reading Comprehension Questions

1. In America, taxes are \_\_\_\_\_.
  - a. an infrequent issue of debate
  - b. a controversial issue
  - c. a non-controversial issue
  - d. an unimportant issue
2. The passage says which of the following about American history?
  - a. America was founded in response to England not paying taxes
  - b. America was founded in response to England creating unfair taxes
  - c. America was founded in response to England creating fair taxes
  - d. America was founded in response to ideological differences between England and America about taxes
3. Many Americans believe that \_\_\_\_\_.
  - a. paying taxes is patriotic
  - b. paying taxes is possible
  - c. paying taxes is unpatriotic
  - d. paying taxes is necessary
4. The passage does NOT say that many Americans believe that \_\_\_\_\_.
  - a. paying taxes will decrease personal freedom
  - b. paying taxes will increase personal freedom
  - c. paying taxes is important to maintain the government
  - d. paying taxes is patriotic
5. What is small government?
  - a. government with uncontrolled power and rights
  - b. government which is inside a small place
  - c. government with controlled power and rights
  - d. complete freedom for all citizens
6. The reading says that when taxes aren't paid, \_\_\_\_\_.
  - a. government starts to work better
  - b. people have more freedom
  - c. people have less freedom
  - d. government stops working well
7. The passage does NOT say that some people believe \_\_\_\_\_.
  - a. small government cannot deal with modern problems effectively
  - b. America shouldn't abandon its founding principles
  - c. America cannot have taxes and government services AND freedom
  - d. America no longer needs to follow its founding principles
8. Which of the following is an appropriate title for the passage?
  - a. Taxes in America: A Long Controversy
  - b. Americans Paying Too Much in Taxes?
  - c. Taxes are Necessary to Maintain American Government and Society
  - d. Americans and Taxes: The Solution to a Long Struggle
9. What do you think about paying taxes? Is it necessary or not? Which side of this debate do you believe or agree with? \_\_\_\_\_

## Phrasal Verbs 10: Cloze

Complete the phrasal verbs in the cloze below. Some need only prepositions (in, on, at, away, up, etc.) while others need prepositions and pronouns

Last night, I came home by taxi. I got \_\_\_\_\_ the taxi at my office and got \_\_\_\_\_ just down the street from my house so I could walk a bit. I had a jacket \_\_\_\_\_, but the evening was warm so I quickly took \_\_\_\_\_. Then my phone rang; my wife was calling me \_\_\_\_\_ to see why I hadn't gotten \_\_\_\_\_ from work yet. As I was talking, I tripped on the pavement and fell \_\_\_\_\_.

It was a hard fall, and my things scattered (散, 撒 བྱང་པ།) everywhere. As I started to pick \_\_\_\_\_, I heard someone behind me start to speak.

"You should really watch \_\_\_\_\_ when you're walking and talking on the phone", the voice said. "If you don't, you may run \_\_\_\_\_ a pole or even another person!"

I got \_\_\_\_\_, turned \_\_\_\_\_ and saw a man standing behind me. He looked a little familiar, but I couldn't figure \_\_\_\_\_ who he was or how I knew him. His hat covered \_\_\_\_\_ his face, which made it difficult to see who he was.

"And who are you?" I asked.

"I work at the same office as you," he said, looking at me strangely. "I also live in the same neighborhood as you. Why don't we go get dinner together?"

I looked at the man but still couldn't figure \_\_\_\_\_ who he was. "I'm going to look \_\_\_\_\_ this tomorrow morning as soon as I get \_\_\_\_\_ my work", I told myself.

"I'm sorry", I said. "I'd love to get dinner with you, but I'm going to have to put \_\_\_\_\_ My wife is expecting me home and I'm already late."

"That's OK," the man said. "Maybe tomorrow, then?"

"OK," I said, wondering why this man I didn't know was so interested in getting \_\_\_\_\_ with me. "You've talked \_\_\_\_\_ it."

"Then I'll meet you tomorrow at 7:00 at the exit of our office", he said.

But the next day, though I waited at the office exit for nearly 45 minutes, the man didn't show \_\_\_\_\_.

The day after, I was so strangely tired at work that I forgot to take \_\_\_\_\_ the library books on the way to work, and then passed \_\_\_\_\_ at my desk in the middle of the day. When I finally woke \_\_\_\_\_, the man was standing right over me.

"Sorry I couldn't come," he said. "My friend was sick, and he teaches at a school nearby so I went to fill \_\_\_\_\_ for him."

"You could have at least told me that you were going to call \_\_\_\_\_ our dinner", I said.

"I did," he said, looking at me strangely. "I called and told you that I had to fill \_\_\_\_\_ for my friend and fill \_\_\_\_\_ some tax forms, so we couldn't get \_\_\_\_\_ for dinner."

"I definitely didn't get a call last night," I said. "And anyway, why are you so interested in having dinner with me? Who are you? Are you someone I grew \_\_\_\_\_ with and knew a long time ago?"



"No," he said, looking at me strangely yet again.

"I'm your friend Tashi. Why are you being so strange?"

We were just talking two hours ago! I was talking about the new projects our company going to carry \_\_\_\_\_, and you were talking about a proposal you had to do \_\_\_\_\_ because the boss didn't like it. Then you brought \_\_\_\_\_ the subject of my wedding next month, which I've asked you to keep covered \_\_\_\_\_ and a complete secret. Then you were trying to show



\_\_\_\_\_ your basketball skills to the ladies in the office, because you really want a girlfriend, but you didn't realize how good they were at basketball and they quickly beat you. Then they said they thought you were strange and asked you to keep \_\_\_\_\_ them in the future. You don't remember any of this? Are you OK?"

And suddenly I understood. He hadn't talked to me – he had talked to my twin brother! "I don't know who you are," I said, "but any friend of my brother is a friend of mine. Let's get \_\_\_\_\_ for dinner sometime."

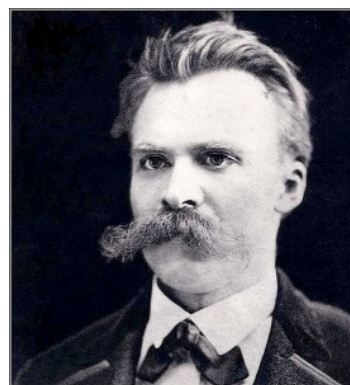
## Grammar: Mixed Verbs

Exercise 1: Complete the sentences below with the correct form of the verbs given

1. The sky \_\_\_\_\_ (be) blue.
2. The sky \_\_\_\_\_ (be) blue yesterday, but today it \_\_\_\_\_ (rain).
3. It started raining at 5:00 this morning. By 5:00 this evening, it \_\_\_\_\_ (rain) for twelve hours! But thankfully the rain \_\_\_\_\_ (stop) an hour ago.
4. How \_\_\_\_\_ (you/feel) recently? Has \_\_\_\_\_ (your health/be) good?
5. Before last week, we \_\_\_\_\_ (not have) holiday for nearly three months.
6. I \_\_\_\_\_ (work) in the Linxia hospital for several years before I \_\_\_\_\_ (move) to Xining.
7. I \_\_\_\_\_ (never see) a giraffe.
8. Lhamo \_\_\_\_\_ (study) English in her bedroom when the telephone \_\_\_\_\_ (ring).
9. If they \_\_\_\_\_ (be) still together by next January, they \_\_\_\_\_ (marry) for forty years!
10. Tomorrow morning at 8:00, I \_\_\_\_\_ (take) a shower.
11. I \_\_\_\_\_ (never/be) to Lhasa, but I \_\_\_\_\_ to Chamdo last year.
12. She \_\_\_\_\_ (always/want) to go to Paris, but when she finally \_\_\_\_\_ (arrive) there last year she was disappointed.

Exercise 2: Complete the text below with the correct tense of the verb given.

Friedrich Nietzsche \_\_\_\_\_ (considers/is considered/will be considered) one of the greatest European philosophers of the modern age. He \_\_\_\_\_ (born/was born/has been born) in 1844 in a small town in Germany, and \_\_\_\_\_ (has become/became/was becoming) mentally ill or even insane (精神痙病 རྩུན་པ།) in 1889 before dying in 1900. His short life \_\_\_\_\_ (is troubled/was troubled/troubled) by nearly constant illness and personal tragedy. Nevertheless, he



\_\_\_\_\_ (was able to/will be able to/is able to) write many important philosophical works during his short lifetime.

During the time Nietzsche \_\_\_\_\_ (is/was/has been) alive, Europe was changing and \_\_\_\_\_ (industrializing/industrialize/industry 工业化 བཟོ་ལས་ཅན་དུ་འགྱུར་བ།) very quickly. Since the French Revolution, Europe \_\_\_\_\_ (experienced/has experienced/had experienced) nearly constant political and social struggle (奋斗 འབད་རྩུལ།) and change. By the start of the 20<sup>th</sup> century, nearly every European country \_\_\_\_\_ (had experienced/has experienced/experienced) major wars and changes in government. In addition, Europe's culture \_\_\_\_\_ (changed/was changing/has changed) quickly as well, with religion – especially the Catholic Church (天主教会 གནམ་བདག་ཚོས་ལྷགས་) – becoming much less important to many Europeans. As the 19<sup>th</sup> century continued, many once-religious people \_\_\_\_\_ (have left/left/were left) the church, which for the centuries before \_\_\_\_\_ (is/was/had been) the most important feature of European life and culture.

To help understand these changes and the new modern society that \_\_\_\_\_ (has been created/was being created/created), European thinkers \_\_\_\_\_ (had been developed/developed/were developed) many new philosophical and political ideas. Nietzsche's writing \_\_\_\_\_ (has focused/focused/had been focusing) especially on the importance of culture in the context of Europeans' loss of faith (丢失相信, 不再相信 ཡིད་ཆེས་ཤོར་བ།). As religion \_\_\_\_\_ (decreased/decrease/will decrease) in importance, what did people have left to believe in? Nietzsche \_\_\_\_\_ (was believing/has believed/believed) that without anything great or powerful left in the world, people \_\_\_\_\_ (were going to be drawn/will be drawn/will have been drawn 引起 བརྒྱུག་བ།) towards nihilism – the belief that life, the universe and everything \_\_\_\_\_ (is/ was/ will be) completely meaningless. Nietzsche \_\_\_\_\_ (feels/felt/has felt) that this belief could destroy humanity and anything great that humanity \_\_\_\_\_ (ever produced/has ever produced/had ever produced). So



Nietzsche decided that as religion was decreasing, people must look to humanity itself for life's meaning. A small elite (精英 རྩེ་མུད། མུད་བྱུང་ཅན།) group of humans, he \_\_\_\_\_ (thought/was thinking/has thought), \_\_\_\_\_ (should change/was going to change/will have changed) the world forever by

creating new values and ideas for humanity to believe in. A belief in humanity – and humanity's ability to do great things – would replace a belief in god and religion.

Though he \_\_\_\_\_ (die/died/was dying) at a young age, Nietzsche lived on through his ideas. For even today, long after his death, Nietzsche's ideas \_\_\_\_\_ (continued/continue/will have continued) to influence philosophers around the world.

## Special Topic: Jonathan Swift, A Modest Proposal (1729)

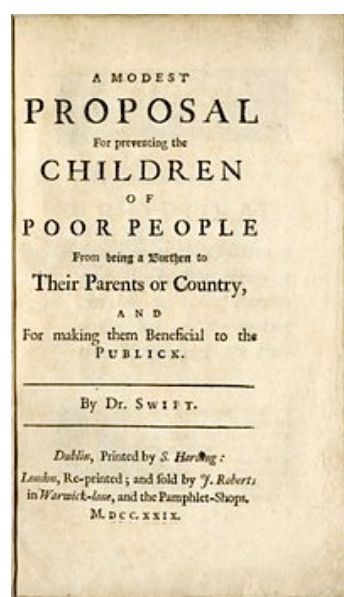
This satire was written by Jonathan Swift in 1729. It makes fun of many people's insensitivity towards the poor of Ireland, Irish landlords and social classes, and Irish political policy in general. It is generally considered to be the most famous satire ever written in the English language.

### A Modest Proposal for Preventing the Children of Poor People in Ireland from Being a Burden to their Parents or Country, and for Making them Beneficial to the Public

When walking through this great town or traveling through the country, it's sad to see the roads crowded with mothers and their many children, dressed in rags (破布 རོས་རྩལ།) and begging for money. Instead of being able to work, these mothers have to spend all their time begging so they can feed their children, who will probably grow up to become thieves or enemy soldiers or else will be sold into slavery.

I think all will agree that the large number of children is a great problem for the kingdom. Therefore, whoever could find a fair, cheap and easy way to make these children useful members of our country would be a hero who deserves to have his statue set up as an example of a "preserver of the nation."

I have thought on this subject for many years, and considered the ideas of others, but have always found these ideas mistaken. Most ideas may help the children, but fail to make them useful members of society. With my idea, the children will contribute (贡献 རལ་འདེབས་རྒྱལ་བ།) to the



feeding, and partly to the clothing, of many thousands of people.

In this kingdom, approximately 120,000 children are born of poor parents each year: the question is then how they shall be brought up and taken care of. For we cannot employ them in crafts or in agriculture; they can't build houses or plant crops, and they can rarely make a living by stealing until they are at least six years old. Businessmen say that they cannot sell a child before they are twelve years old, and even at this age they will cost only three pounds (英镑 དབྱིན་སྒོར). As the cost of food and clothing is much higher, this does not provide much benefit to the parents or the kingdom.

I shall now therefore humbly propose my own thoughts, to which I hope no one will disagree or object.

I have been told by a very knowledgeable American in London that a young healthy child is, at a year old, a most delicious, nourishing (滋养的 འཛོལ་བཅུད་ལྡན་བའི) and wholesome (健康的 བདེ་ཐང་།) food,

whether stewed, roasted, baked or broiled, and I am sure that it will be equally good in a fricassee or ragout.

I therefore humbly propose that of the 120,000 children described above, 20,000 will be kept for breeding (繁殖 རྒྱུད་སྐྱེལ།), while the other 100,000 may, at a year old, be sold to the wealthy and powerful throughout the kingdom to be fattened for the table. A child will make two dishes at a

dinner party; and when the family dines alone, a quarter of the body will make a fine dish, and with a little pepper or salt will be very good boiled on the fourth day, especially in winter.

I understand that this food will be somewhat expensive, and therefore perfect for landlords (地主 མ་བདག་ 房东 བང་བདག་) and the wealthy, who, as they have already devoured most of the parents and their money, should also have rights to the children. Those who are thrifty may use the skin of the body to make beautiful gloves for ladies, and boots for gentlemen.

My proposal clearly has many obvious and important advantages: the poor will finally have something valuable of their own to pay their rent, as their crops and livestock have already been taken and, for them, money is a thing unknown. The new trade in children will make the nation wealthier, and the money in this trade will stay within our kingdom. Poor women will be able to make money from selling their children, and won't have to pay for their children's food after the first year. This new source of food would increase business at bars, and as cooks compete for this business the quality of the food will increase. And additionally, this will encourage many people to marry and will encourage mothers to care for their children, as such a product will bring the married couple great profit. Husbands will certainly treat their wives well during pregnancy to protect their investment.

There are many other advantages to this scheme. For example, this new food will allow us to save many of the pigs which are too frequently killed for our tables. Pigs are not nearly as magnificent or delicious as a well-grown fat child, which roasted whole will be an impressive central dish for a feast. The kingdom would easily consume all 120,000 children in a year.

I can think of no disagreements with this proposal, except that it will decrease the kingdom's population. I believe this is necessary, and was a reason I offered this proposal to the world. But this proposal was made only for this Kingdom of Ireland, and for no other that ever was, is or will be. Therefore let no one talk of other ideas: of raising our taxes, of using only our own products, of ending our hatred of others and coming together as one country, of teaching landlords to have mercy upon their farmers, or of putting a spirit of honesty and hard work into our shopkeepers, who are cheating the good people of Ireland into poverty.

Let no man talk of these ideas until they have any hope that they will be put into practice. I will accept any other proposal which is equally innocent, cheap, easy and effective. But before that, consider these two points: how will they be able to find food and clothing for 100,000 useless people? And for those poor in the kingdom, who have lived under the oppression of the landlords, without money and food, even without a house and clothes to protect them from the weather: won't most of these poor think it would have been better if they had been sold for food, and avoided the dangers and misfortunes of their lives?

I sincerely profess that I have no personal interest in this proposal, whose only purpose is the public good of my country: to advance our trade, to provide for children, to relieve the poor and give pleasure to the rich. For I have no children from which I can get any money; my youngest is already nine years old and my wife is too old to have children.

### Match the following words with their meanings

- |   |  |
|---|--|
| 1. Modest (adj)                         | 1 people who are <u>modest</u> don't talk about themselves a lot       |
| 2. Proposal (n), propose (v)            | to ask for money, food or something else                               |
| 3. Benefit (n), beneficial (adj)        | to carry something out, to make something happen, to try               |
| 4. Satire (n), satirize (v)             | to say something is true, to claim                                     |
| 5. Make fun of (phrasal verb)           | a person/country/group you fight with/don't agree with                 |
| 6. Insensitive (adj), insensitivity (n) | not proud or egotistical   |
| 7. Beg (v)                              | an idea, a plan, a suggestion  |
| 8. Enemy (n, adj)                       | to eat greedily, to consume, to use up (something)                     |
| 9. Deserve (v)                          | to disagree  |
| 10. Humble (adj), humbly (adv)          | to use money carefully, not spend a lot of money                       |
| 11. Object (v)                          | not caring about other people (or other people's feelings)             |
| 12. Devour (v)                          | going to have a baby   |
| 13. Thrifty (adj)                       | something that is important to a person, or may bring good to a person |

14. Pregnant (adj), pregnancy (n) \_\_\_\_ beautiful, impressive, spectacular, amazing  
 15. Magnificent (adj) \_\_\_\_ something good (for a person/place/thing)  
 16. Put into practice (phrasal verb) \_\_\_\_ good enough to get something special or unusual, worthy of an award or special treatment  
 17. Profess (v) \_\_\_\_ to mock, to joke about or laugh at (someone/something)  
 18. Interest (n) \_\_\_\_ using humor and jokes to criticize something/someone

### Reading Comprehension Questions

1. What does Swift say is a major problem for Ireland?

2. What does he propose doing to solve this problem?

3. What is his argument? Why does he say his proposal is a good idea?

4. Does he really believe in his proposal? What do you think and why?

5. What are his real suggestions for solving Ireland's problems?

6. Why did Jonathan Swift write this satire? What do you think was its purpose?

7. What do you think of A Modest Proposal and why? Is this a good way to make an argument?

### Cloze 1 (2010 重庆)

#### Introduction to Letters to Sam

Dear Reader,

Please allow me to tell you something before you read this book. When my 1, Sam, was born, my heart was filled with joy. I had been sitting in a wheelchair for 20 years before then, and I have been 2 ill many times. So I wondered if I would have the 3 to tell Sam what I had 4.

For years I have been hosting a program on the 5 and writing articles for a magazine. Being 6 to move freely, I have learned to sit still and keep my heart 7, exchanging thoughts with thousands of listeners and 8. So when Sam was born, I 9 to tell him about school and friendship, romance and work, love and everything else. That's how I started to write these 10. I hope that Sam would 11 them sooner or later.

However, that expectation 12 when Sam showed signs of autism (自闭症) at the age of two. He had actually stopped talking before the discovery of the signs. He 13 to communicate with others, even the family members. That was 14 for me but didn't stop me writing on. I realized that I had even 15 now to tell him. I wanted him to 16 what it means to be "different" from others, and learn how to fight against the misfortune he'll 17 as I myself, his grandfather, did. I just 18 if I could write all that I wanted to say in the rest of my life. Now, 19 the book has been published, I have been given the chance. Every chapter in the book is a letter to Sam: some about my life, and all about what it means to be a 20.

Daniel Gottlieb

- |                 |             |             |                   |
|-----------------|-------------|-------------|-------------------|
| 1. A. son       | B. nephew   | C. brother  | D. grandson       |
| 2. A. seriously | B. mentally | C. slightly | D. quietly        |
| 3. A. ability   | B. time     | C. courage  | D. responsibility |

- |                   |                |              |                  |
|-------------------|----------------|--------------|------------------|
| 4. A. written     | B. suffered    | C. observed  | D. lost          |
| 5. A. radio       | B. television  | C. stage     | D. bed           |
| 6. A. ready       | B. unable      | C. anxious   | D. eager         |
| 7. A. warm        | B. broken      | C. closed    | D. open          |
| 8. A. hosts       | B. visitors    | C. readers   | D. reporters     |
| 9. A. began       | B. stopped     | C. forgot    | D. decided       |
| 10. A. letters    | B. emails      | C. books     | D. diaries       |
| 11. A. find       | B. read        | C. collect   | D. keep          |
| 12. A. developed  | B. disappeared | C. changed   | D. arrived       |
| 13. A. tried      | B. refused     | C. regretted | D. hoped         |
| 14. A. exciting   | B. acceptable  | C. strange   | D. heartbreaking |
| 15. A. less       | B. everything  | C. more      | D. nothing       |
| 16. A. understand | B. explain     | C. believe   | D. question      |
| 17. A. fear       | B. face        | C. know      | D. cause         |
| 18. A. felt       | B. guessed     | C. saw       | D. doubted       |
| 19. A. as         | B. once        | C. though    | D. if            |
| 20. A. teacher    | B. child       | C. man       | D. writer        |

## Cloze 2 (湖北八校第二次联考)

### The Real China, on Wheels

"Excuse me, you can sit here," he said. The man had reasonable pronunciation and looked studious (好学的), with a smile that made me feel as if I'd arrived for dinner in his living room.

1 I hadn't, and he didn't know me. I looked around the crowded train carriage as it moved along, there were 2 people standing than sitting and we were in for a tough five hours - I had missed a seat as a result of my lack of organization. I had had every chance to buy a ticket the day before, while there were still seats available.

"No, no. I couldn't," I said.

"Yes," he replied with a smile. "You 3 sit here."

"But it's your seat. Really, I can't."

"Yes, please, have my seat." We 4 like this for some time. This guy had taken the 5 to reserve a seat, and now he wanted to give it away. People were staring at me. This was 6.

"You are tired," he said.

I gave 7 and sat down. On this Shanhaiguan - Beijing train, I was feeling happy to be 8. The young man stood by me at a comfortable distance.

"Excuse me, where are you from?"

"Australia."

And on we went...

One thing standing out for me on that train was the free sense of community (团体) among 9 strangers. On Beijing's subway, everybody ignores everybody - it's a worldwide 10. I was surprised to see once Chinese people 11 on board a regional (区域) train, they start talking to each other like 12 in a hutong (胡同).

I soon 13 people all over the train were chatting to their fellow 14, near or far. There was a lot of laughing. People offered snacks to each other, followed by the usual "No, no, I couldn't." "Yes, yes. Here take some." "Well, OK. Just a little."

Three or four times, I was 15 by university students who wanted to chat, and soon the audience was attracted by us. I began to feel the older passengers 16 the significance of what these youngsters were capable of, and they were proud of their young countrymen taking China to the rest of world through 17.

These youngsters talked with warmth, intelligence and sincerity (真诚), 18 with reasonable language skills. 19, China will find itself in good hands as the decades tick by. I vowed to 20 flying around China - the train gets my vote. If you want to see real Chinese people at their finest, jump on a regional train.

- |                       |                 |                 |                 |
|-----------------------|-----------------|-----------------|-----------------|
| 1. A. And             | B. But          | C. Or           | D. So           |
| 2. A. kinder          | B. poorer       | C. stronger     | D. more         |
| 3. A. should          | B. will         | C. can          | D. need         |
| 4. A. broke out       | B. carried on   | C. looked on    | D. stood up     |
| 5. A. blame           | B. duty         | C. chance       | D. trouble      |
| 6. A. embarrassing    | B. interesting  | C. shameful     | D. unpleasant   |
| 7. A. off             | B. out          | C. in           | D. up           |
| 8. A. noticed         | B. watched      | C. seated       | D. served       |
| 9. A. absolute        | B. foreign      | C. lonely       | D. optimistic   |
| 10. A. atmosphere     | B. fashion      | C. phenomenon   | D. reputation   |
| 11. A. march          | B. wander       | C. climb        | D. slide        |
| 12. A. travelers      | B. families     | C. neighbors    | D. businessmen  |
| 13. A. admitted       | B. realized     | C. believed     | D. imagined     |
| 14. A. passengers     | B. citizens     | C. workers      | D. students     |
| 15. A. mentioned      | B. approached   | C. forgotten    | D. investigated |
| 16. A. understood     | B. doubted      | C. reduced      | D. suspected    |
| 17. A. transportation | B. trade        | C. conversation | D. friendship   |
| 18. A. combined       | B. decorated    | C. burdened     | D. satisfied    |
| 19. A. Strangely      | B. Accidentally | C. Surprisingly | D. Undoubtedly  |
| 20. A. experience     | B. avoid        | C. enjoy        | D. deny         |

## Test Reading 1 (2011 重庆)

Skeptics are a strange lot. Some of them refuse to admit the serious threat of human activities to the environment and they are tired of people who disagree with them. Those people, say skeptics, spread nothing but bad news about the environment. The "eco-guilt" brought on by the discouraging news about our planet gives rise to the popularity of skeptics as people search for more comforting worldviews.

Perhaps that explains why a new book by Bjorn Lomborg received so much publicity. That book, *The Skeptical Environmentalist*, declares that it measures the "real state of the world" as fine. Of course, another explanation is the deep pockets some big businesses with special interests. Indeed, Mr. Lomborg's views are similar to those of some Industry-funded organizations, which start huge activities through the media to confuse the public about issues like global warming.

So it was strange to see Mr. Lomborg's book go largely unchallenged in the media though his beliefs were contrary to most scientific opinions. One national newspaper in Canada ran a number of articles and reviews full of words of praise, even with the conclusion that "After Lomborg, the environmental movement will begin to die down."

Such one-sided views should have immediately been challenged. But only a different review appeared in *Nature*, a respected science magazine with specific readership. The review remarked that Mr. Lomborg's "preference for unexamined materials is incredible (不可信的)".

A critical (批判的) eye is valuable, and the media should present information in such a way that could allow people to make informed decisions. Unfortunately, that is often inaccessible as blocked by the desire to be shocking or to defend some special interest. People might become half-blind before a world partially exhibited by the media. That's a shame, because matters concerning the health of the planet are far too important to be treated lightly.

1. According to the passage, which of the following may be regarded as "skeptics"?

- A. People who agree on the popularity of "eco-guilt".
- B. People who disbelieve the serious situation of our planet.
- C. People who dislike the harmful effect of human activities.
- D. People who spread comforting news to protect our environment.

2. Which of the following can be a reason for the popularity of Lomborg's books?

- A. Some big businesses intend to protect their own interests.  
 B. The book challenges views about the fine state of the world.  
 C. The author convinces people to speak comforting worldviews.  
 D. Industry-funded media present confusing information.
3. The author mentioned the review in Nature in order to \_\_\_\_\_.  
 A. voice a different opinion  
 B. find fault with Lomborg's book  
 C. challenge the authority of the media  
 D. point out the value of scientific views.
4. What is the author's main purpose in writing the passage?  
 A. To encourage the skeptics to have a critical eye.  
 B. To warn the public of the danger of half-blindness with reviews.  
 C. To blame the media's lack of responsibility in information.  
 D. To show the importance of presenting overall information by the media.

## Test Reading 2 (2011 福建)

### Elixir

Written by Eric Walters

Twelve-year-old Roth becomes a friend of Dr. Banting and his assistant, Mr. Best, who are in search of a cure for diabetes (糖尿病). She finds herself torn between her sympathy for the animals being experimented on and her friendship with Banting and Best.

### George Washington Carver

Written by Elizabeth Macleod

Meet the "Peanut (花生) Specialist", George Washington Carver, the inventor and professor who made over 325 products out of peanuts. Through his agricultural research, he also greatly improved the lives of countless black farmers in the southern United States. See also Macleod's Albert Einstein: A Life of Genius.

### The Inuit Thought of It: Amazing Arctic Innovations

Written by Alootook Ipellie & David MacDonald

Explore more than 40 ideas necessary to Inuit survival. From ideas familiar to us today to inventive concepts that shaped their lives, celebrate the creativity of a remarkably intelligent people. Also see other books; The Chinese Thought of It by Tingxing Ye and A Native American Thought of It by Rocky Landon and David MacDonald.

### Made in Canada: 101 Amazing Achievements

Written by Bev Spencer

What things do we use daily that have a Canadian connection? Here are 101 common things that were invented in Canada or by a Canadian, including the Blackberry, alkaline (碱性) batteries and the Blue Box recycling program.

### Newton and the Time Machine

Written by Michael McGowan

Ten-year-old boy Newton has invented a time machine to see dinosaurs up close. But it disappears on a test run with his two huge friends, King Herbert and Queen Certrude, in it! Can he save them before time runs out?

1. Which of the following best describes Roth's feeling in Book 1?  
 A. Painful.                      B. Curious.                      C. Frightened.                      D. Disappointed.
2. Which of the following is TRUE according to the passage?  
 A. Animals are mentioned in Book 1 and Book 5.

- B. Book 3 introduces 40 inventive concepts.  
 C. Alkaline batteries were invented by Dr. Banting.  
 D. George Washington Carver was a black farmer in the US.
3. In Book 5, King Herbert and Queen Gertrude are \_\_\_\_\_.  
 A. Newton's human friends  
 B. the names of the time machine  
 C. two dinosaurs  
 D. the inventions of the time machine
4. If you are interested in Native Americans, you may read the book by \_\_\_\_\_.  
 A. Elizabeth Macleod  
 B. Eric Walters  
 C. Rocky London & David MacDonald  
 D. Bev Spencer

## Test Reading 3 (2008 天津)

We can achieve knowledge either actively or passively (被动地). We achieve it actively by direct experience, by testing and proving an idea, or by reasoning.

We achieve knowledge passively by being told by someone else. Most of the learning that takes place in the classroom and the kind that happens when we watch TV or read newspapers or magazines is passive. Conditioned as we are to passive learning, it's not surprising that we depend on it in our everyday communication with friends and co-workers.

Unfortunately, passive learning has a serious problem. It makes us tend to accept what we are told even when it is little more than hearsay and rumor (谣言).

Did you ever play the game Rumor? It begins when one person writes down a message but doesn't show it to anyone. Then the person whispers it, word for word, to another person. That person, in turn, whispers it to still another, and so on, through all the people playing the game. The last person writes down the message word for word as he or she hears it. Then the two written statements are compared. Typically, the original message has changed.

That's what happens in daily life. The simple fact that people repeat a story in their own words changes the story. Then, too, most people listen imperfectly. And many enjoy adding their own creative touch to a story, trying to improve on it, stamping (打上标记) it with their own personal style. Yet those who hear it think they know.

This process is also found among scholars and authors: A statement of opinion by one writer may be re-stated as fact by another, who may in turn be quoted by yet another; and this process may continue, unless it occurs to someone to question the facts on which the original writer based his opinion or to challenge the interpretation he placed upon those facts.

1. According to the passage, passive learning may occur in \_\_\_\_\_.  
 A. doing a medical experiment  
 B. solving a math problem  
 C. visiting an exhibition  
 D. doing scientific reasoning
2. The underlined word "it" in Paragraph 2 refers to \_\_\_\_\_.  
 A. active learning  
 B. knowledge  
 C. communication  
 D. passive learning
3. The author mentions the game Rumor to show that \_\_\_\_\_.  
 A. a message may be changed when being passed on  
 B. a message should be delivered in different ways  
 C. people may have problems with their sense of hearing  
 D. people tend not to believe in what they know as rumor
4. What can we infer from the passage?  
 A. Active learning is less important.  
 B. Passive learning may not be reliable.  
 C. Active learning occurs more frequently.  
 D. Passive learning is not found among scholars.

# Test Writing 1 (2011 广东)

以下是一本图书的基本信息及相关报道

基本信息：

- 书名：Battle Hymn of the Tiger Mother
- 作者：Amy Chua，美籍华人，耶鲁大学教授
- 出版时间：2010 年
- 内容：作者用中国传统方式教育两个女儿的故事
- 效应：引发中美教育方式孰优孰劣的讨论

相关报道：

- 中文版：2011 年初开始在中国销售
- 意外反应：多数中国妈妈不赞同作者的做法
- 最新消息：17 岁的大女儿已被哈佛和耶鲁录取

耶鲁：Yale

哈佛：Harvard

[写作内容]

根据以上信息写一篇图书介绍，内容包括：

- 1.图书的基本信息
- 2.图书的相关报道

[写作要求]

只能用 5 个句子表达全部内容

# Test Writing 2 (2011 甘肃第一次诊断)

最近，你校高三同学就报“报考本市大学还是外地大学？”进行了讨论。讨论气氛热烈，大家争相发言。下表给出了讨论会上赞同报考本市大学和赞同报考外地大学的人数比例以及理由。请根据表格内容写一篇词数为 100 左右的发言，并说明你自己的观点，题目和文章开头已给出（不计入总词数）。

70%赞同报考本市大学	30%赞同报考外地大学
1. 离家近，可与家人相互照顾	1. 锻炼独立生活能力
2. 节约开支	2. 见识更广
3. 可利用在家的环境学习	3. 录取机会更多

Go to a university near or far?

Recently, the senior three students in our school had a discussion on whether to go to a university near or far. Different students have different opinions.

Test Writing 3 (2011 贵阳市高三适应性考试 )

第二节 书面表达（满分 25 分）

在学习、生活和工作中，学会与人合作是非常重要的。某英文报纸开辟专栏讨论此事。请你根据下表中所提供的信息，为该专栏写一篇题为“Being a Good Partner”的英文稿件，发表你的观点。

为何与人合作	1. 现代人应该具备的基本素质。
	2. 可省时间和精力。
与谁合作	1. 与喜欢的人合作: 心情愉快。
	2. 与不喜欢的人合作: 发现优点。
你的看法	.....

- 注意：1. 词数 100 左右，标题不计入总词数  
2. 可以适当增加细节，以使行文连贯  
3. 参考词汇：cooperate 合作



# Unit 8: Applying for College

## Vocabulary 1: The Interview

What is an interview?

When might you have an interview? Think of three examples.



Match the vocabulary words to the sentences in which they best fit.

1. Interview (n, v)
2. Apply (v)
3. Application (n)
4. Appointment (n)
5. Anxious (adj), anxiety (n)
6. Appropriate (adj)
7. Inappropriate (adj)
8. Candidate (n)
9. Impress (v), impressive (adj)
10. Congratulate (v)
  - ☐ Congratulations! (n)
11. Accept (v), acceptance (n)
12. Pressure (n, v)
13. Inspire (v), inspired/inspiring (adj)
  - ☐ Inspiration (n)
14. Degree (n)
15. Consider (v), consideration (n)
16. Finance (n), financial (adj)
  - ☐ Finances (n)
17. Burden (n/v)
18. Aid (n/v)
19. Financial aid (n)
20. Advise (v), advice (n)
  - ☐ Advisor (n)
21. Admit (v), admission (n)
22. Strength (n)
23. Weakness (n)

21. The university will \_\_\_\_\_ (v) 1700 students this year.
- \_\_\_\_\_ It's \_\_\_\_\_ (adj) to wear a T-shirt when relaxing with your friends, but maybe not to an interview.
- \_\_\_\_\_ Many rich countries give \_\_\_\_\_ (n), or food, supplies and money, to poorer countries.
- \_\_\_\_\_ It's \_\_\_\_\_ (adj) to wear T-shirt to a wedding.
- \_\_\_\_\_ When you graduate, you earn a \_\_\_\_\_ (n).
- \_\_\_\_\_ Can you tell me about your \_\_\_\_\_ (adj) situation? How much money does your family make in a year?
- \_\_\_\_\_ In an interview, try to \_\_\_\_\_ (v) the interviewer – make them think you are great!
- \_\_\_\_\_ The \_\_\_\_\_ (n) for college was very long and difficult. It took me weeks to fill out!
- \_\_\_\_\_ She couldn't afford the university's tuition, but they gave her a lot of \_\_\_\_\_ (n).
- \_\_\_\_\_ I made a doctor's \_\_\_\_\_ (n) for tomorrow
- \_\_\_\_\_ A \_\_\_\_\_ (n) of mine is that I forget everything!
- \_\_\_\_\_ Paying for university is a heavy \_\_\_\_\_ (n) for many families.
- \_\_\_\_\_ He was \_\_\_\_\_ (v) to college in the US!
- \_\_\_\_\_ Students applying to college are under a lot of \_\_\_\_\_ (n).
- \_\_\_\_\_ I hope you will \_\_\_\_\_ (v) me for the job.
- \_\_\_\_\_ I want to \_\_\_\_\_ (v) you on your wedding!
- \_\_\_\_\_ I don't know what I should do after graduating. Can you give me any \_\_\_\_\_ (n)?
- \_\_\_\_\_ In America, students must \_\_\_\_\_ (v) to college
- \_\_\_\_\_ He was a good \_\_\_\_\_ (n) for the job, but he didn't get it – another person did.
- \_\_\_\_\_ I have a job \_\_\_\_\_ (n) tomorrow. Wish me luck!
- \_\_\_\_\_ One of my \_\_\_\_\_ (n) is that I'm very honest.
- \_\_\_\_\_ The story of Helen Keller, a blind and deaf woman who graduated from university, is \_\_\_\_\_ (adj) to all of us
- \_\_\_\_\_ I was feeling very \_\_\_\_\_ when I came into the office for the interview.

## Conversation: A College Interview

In the United States, it is common to have an interview with a representative of the college before you are admitted. Here, Tashi is applying to Bowdoin College in Brunswick, Maine, USA, and has been asked to have an interview with Mr. Brown.

- Mr. Brown: Hello, Tashi. How are you doing?
- Tashi: I'm doing well, thanks.
- Mr. Brown: You haven't been feeling anxious at all as you apply for college? I know the application form is quite long.
- Tashi: No, it's been all right. Last week, after I made the appointment for this interview, I was feeling a bit of anxiety...you know, college advisors are always telling students to be careful about wearing appropriate clothing and saying appropriate things in the interview. But I decided that it's better to simply be yourself in the interview. The more I worry about saying inappropriate things, the less I am truly myself – and that is what would make a bad interview.



- Mr. Brown: Well said, Tashi! That's certainly true. Now I'd like to start by asking you a few questions. You're a candidate for admission to Bowdoin College, which is one of the most prestigious (著名的 傑出) small colleges in the United States. Can you tell me a few things about your strengths and weaknesses?
- Tashi: Let's see...my strengths...I'm hard-working, for one. I work well with others, or under a lot of pressure. You can see this in my academic history, which is quite good, as well as my athletic achievements on my high school's basketball and track teams. I have a number of weaknesses, though – for example, I'm not always very patient. If something is happening slowly, I can get bored or lose interest easily.
- Mr. Brown: Interesting. How do you think this will affect your life in college?
- Tashi: Being hardworking and diligent will definitely help me as I study to achieve a Bachelor's degree (本科学位 དངོས་གཞིའི་བསྐྱབས་གནས།). However, my impatience might be a small problem – but I'm working to overcome this before I even arrive at college.
- Mr. Brown: That's great. Next question: who do you consider to be a great inspiration to you?
- Tashi: Many different people inspire me...I'm inspired by people like Helen Keller, who worked hard to overcome adversity (逆境, 患难, 厄运 རྒྱུ་རྐྱེན་ དཀའ་ལས།). I'm also inspired by philosophers like Plato, by athletes like Kobe Bryant and artists like Leonardo da Vinci – by people who have worked hard and done great things in their fields (专业 ཆེད་ལས།). But I'm also inspired by people closer to me – for example, my sister. She never had the opportunity to go to school – she was always helping my



parents herd yaks and do housework - but she always took my old textbooks after I was finished with them and tried to absorb as much information as possible from them. She taught herself to read and write, and now she's teaching herself English! She hopes to go to university someday – and I'm sure she will.

- Mr. Brown: Wow – what an inspirational story! Your sister must truly be an impressive young woman!



- Tashi: She certainly is.
- Mr. Brown: Well, that's all for right now. I'll review your application when it arrives, and will get back to you within three months about our decision. I just want to say, however, that you're a very impressive applicant yourself and that we'll definitely keep you in consideration for acceptance to Bowdoin.

- Tashi: Thank you! I hope to talk soon! If you have any questions, please call.
- Mr. Brown: Thanks, Tashi! Goodbye!

Three months later, Mr. Brown calls Tashi up on his cell phone.

- Mr. Brown: Tashi? This is Mr. Brown. How are you doing?
- Tashi: I'm doing great. How are you?
- Mr. Brown: I'm doing well myself. Listen - I have some news for you. I'd like to be the first to congratulate you on your acceptance to Bowdoin College!
- Tashi: Wow! That's amazing!
- Mr. Brown: I thought you'd be excited. Now, I know you'd like to celebrate but first I just wanted to ask about your family's financial situation.
- Tashi: Ah, yes...my family members are all nomadic yak-herders in Zeku county, Qinghai. They make a few thousand yuan from caterpillar fungus each year – which is the majority of their income. Paying for high school has already been a heavy burden on my family's finances; they really have very little money. I won't be able to come to Bowdoin without any financial aid.
- Mr. Brown: Well that's what I wanted to check. At Bowdoin, if you are accepted, the school will pay whatever you need to attend school. We are prepared to give you a full scholarship if necessary.
- Tashi: Wow – more great news! This is amazing – thank you!
- Mr. Brown: Don't mention it! We're excited to have such a smart and talented young man join the Bowdoin community! I'll keep in touch with you this spring about what you'll need to do to prepare for your trip to the United States. In the meantime, go celebrate!
- Tashi: I will! Thanks again, and I'm really looking forward to coming to Bowdoin!
- Mr. Brown: Of course! We'll talk soon. Bye!



## Reading Comprehension Questions

1. What college does Tashi hope to attend? Where is it?  
 a. Maine College in the USA                      b. Harvard University, in the USA  
 c. Brown University, in the USA                d. Bowdoin College, in Maine
  2. Tashi felt nervous before the interview because \_\_\_\_\_.  
 a. he is worried he won't get into college    b. college advisors are always telling him what to do  
 c. he is worried about Mr. Brown              d. he doesn't want to go to Bowdoin College
  3. Why is Tashi not worrying about being appropriate or inappropriate?  
 a. he doesn't like college advisors            b. he doesn't care about the interview  
 c. he wants to impress the interviewer      d. he wants to be true to himself
  4. What is one of Tashi's strengths? What is one of his weaknesses?
- 
5. What kind of person inspires Tashi?  
 a. average people                                      b. people who have achieved great things  
 c. artists and creative people                      d. people who haven't achieved great things
  6. How could Tashi's sister be described?  
 a. patient                      b. determined                      c. impatient                      d. inappropriate
  7. How do you think Mr. Brown feels about Tashi after the interview?  
 a. positive                      b. negative                      c. neutral                      d. angry
  8. Three months later, Mr. Brown tells Tashi that he has been \_\_\_\_\_.  
 a. rejected                      b. applied                      c. accepted                      d. financial aid
  9. How does Tashi feel?  
 a. disappointed                      b. confused                      c. elated                      d. upset
  10. Can Tashi or his family pay for school? Why or why not?
- 
11. What does Mr. Brown offer Tashi?  
 a. economy                      b. rejection                      c. financial aid                      d. application
  12. If you had an interview while you were applying for college, how would you feel? What would you talk about, and why? (3 sentences or more) \_\_\_\_\_
- 

## Grammar: Inverted Sentences

Inverted means to reverse or turn upside-down (颠倒), so that the back becomes the front. So, an inverted sentence is one where the verb comes before the subject. This is done when you want to pay more attention to the verb, or when the verb is more important than the subject. To choose the correct form of the verb, first you must find the subject of the sentence, and decide whether it is singular (horse) or plural (horses). Inverted ཞེས་པ་ནི་མགོ་འཇུག་སྟོན་པ་དང་ཕྱི་ནང་སྟོན་པ། ཡང་ན་རྒྱུ་མདུན་སྟོན་པའི་དོན་ཡིན། མགོ་འཇུག་སྟོན་པའི་ཆོག་གྲུབ་ཀྱི་ནང་དུ་ལས་ཆོག་ནི་བྱེད་པ་པོའི་སྟོན་དུ་འབྱུང་བ་དང་། འདི་ལྟ་བུའི་ཆོག་གྲུབ་ནི་བྱེད་ཀྱིས་བྱེད་པ་པོ་ལས་ལས་ཆོག་ལ་དོ་ཁུར་བྱེད་པའི་སྐབས་དང་། ཡང་ན་བྱེད་པ་པོ་ལས་ལས་ཆོག་གལ་ཆེ་བའི་དུས་སུ་བཀོལ། ཡང་དག་པའི་སྟོན་ནས་རིགས་མི་འདྲ་བའི་ལས་ཆོག་བཀོལ་བའི་དུས་སུ། ཐོག་མར་བྱེད་ཀྱིས་ཆོག་གྲུབ་ཀྱི་ནང་གི་བྱེད་པ་པོ་འཆོལ་དགོས་པ་དང་། དེ་ནས་བྱེད་པ་པོ་ནི་རྒྱང་ཆོག་ཡིན་ནས་ཡང་ན་མང་ཆོག་ཡིན་པར་ལྟ་དགོས།

- ☐ Regular sentence (subject+verb+object): Four horses live in that barn.
- ☐ Inverted sentence: In that barn live four horses.

- Subject \_\_\_\_\_ Verb \_\_\_\_\_
- The verb is live, not lives because it is describing the horses, not the barn

Exercise 1: Write the correct form of the verb

1. Down that dark path \_\_\_\_\_ (sit, sits) the haunted house.
2. Here \_\_\_\_\_ (is, are) the book you wanted to read.
3. Untouched \_\_\_\_\_ (was, were) the tranquil garden.
4. From the bank the thief \_\_\_\_\_ (steal, steals) the money.
5. From the bowl \_\_\_\_\_ (eat, eats) three cats.
6. There \_\_\_\_\_ (was, were) a big fire here last year.
7. Where \_\_\_\_\_ (is, are) my favorite hat?
8. There \_\_\_\_\_ (stand, stands) the president of the United States.
9. What \_\_\_\_\_ (do, does) you do for a living?
10. Attached \_\_\_\_\_ (is, are) a copy of the file.

Exercise 2: Invert the following regular sentences.

1. The stolen bikes are here!

\_\_\_\_\_.

2. His letter is included in the email.

\_\_\_\_\_.

3. The young monk is very wise.

\_\_\_\_\_.

4. Tashi is extremely foolish.

\_\_\_\_\_.

5. That shopkeeper is unusually suspicious.

\_\_\_\_\_.

6. That man on the corner is very strange.

Often inverted sentences begin with only/not only, never, rarely, seldom, hardly, barely, no sooner, scarcely, little, so, such, or that. 颠倒句子平常是跟 only/not only, never, rarely, seldom, hardly, barely, no sooner, scarcely, little, so, such, or that 开始的。མགོ་འཇུག་སྒྲིག་པའི་ཆོག་གྲུབ་ནི་དུས་རྒྱུན་ only/not only, never, rarely, seldom, hardly, barely, no sooner, scarcely, little, so, such, or that དག་ཆོག་གྲུབ་ཀྱི་མགོ་ར་བཞག་ནས་བཀོལ་དགོས།

Exercise 3: Change the regular sentences to inverted sentences

Example: I am very good at math, and I am also good at grammar. → Not only...

Not only am I good at math, I am also good at grammar

1. I have never been more unhappy. → Never...

\_\_\_\_\_.

2. She had rarely seen anything so strange. → Rarely...

\_\_\_\_\_.

3. As soon as he finished dinner, she arrived. → No sooner...

\_\_\_\_\_.

4. The teacher makes a comment only after understanding the question → Only...

\_\_\_\_\_.

5. I didn't know that he would come so early! → Little ...

6. I was so happy, I jumped for joy. → So ...

7. He hardly ever comes to class on time. → Hardly ever...

8. Michael Jackson was a great singer, and also a great dancer. → Not only...

Another kind of inverted sentence is when the adverb particles (for example: up, down, in, out, on, off, away and back) are at the beginning of the sentence. In these sentences, the subject and verb are only switched if the subject is not a personal pronoun (he, I, they, she, it). 另外一种颠倒句子是跟副词 (up, down, in, out, on, off, away and back) 开始的。这样个句子中，如果主语是人称代词 就不要把主语和动词颠倒。མགོ་འཇུག་སྒྲོག་པའི་ཚིག་གྲུབ་རིགས་གཞན་ཞིག་ཡོད་པ་ནི་བྱ་བའི་རྒྱན་ཚིག་ up, down, in, out, on, off, away and back དག་མགོར་བཞག་ནས་བཀོལ། འདི་ལྟ་བུའི་ཚིག་གྲུབ་ཀྱི་ནང་དུ། གལ་ཏེ་བྱེད་པ་པོ་ནི་ཚབ་ཚིག་ he, I, they, she, it དག་མིན་ཚེ། ད་གཞིན་བྱེད་པ་པོ་དང་ལས་ཚིག་གཉིས་ཀྱི་གནས་ས་བརྩི་དགོས།

- ☐ He fell down from his horse. → Down he fell from his horse.
- ☐ The bird flew away. → Away flew the bird.
- ☐ He went up the stairs. → Up the stairs he went.



Exercise 4: Change the regular sentences to inverted sentences

1. The man and his wife lived down the street.

2. The flag went up the pole.

3. The climbers came down the mountain.

4. Mary came out of the shop.

5. The students went back home for holiday.

6. He went away from Xining and never returned.

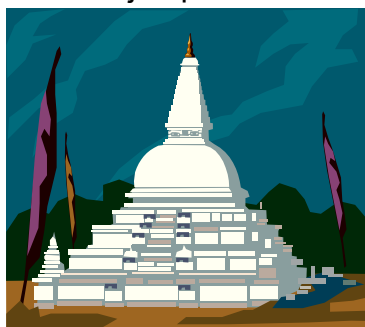
7. My grandparents came into the living room.

8. Tashi's friend was across the street.

### Exercise 5: Answer the following questions

1. \_\_\_\_\_ from the fifth floor when the policemen surrounded him.

- A. Jumped down the thief                      B. Down the thief jumped  
C. Down jumped the thief                    D. Down did the thief jump



2. When he reached the end of the swimming pool, \_\_\_\_\_.

- A. back did he swim                      B. back he swam  
C. back swam he                          D. back did swim he

3. No sooner \_\_\_\_\_, than it stopped raining.

- A. reached we the hotel                    B. reached the hotel did we  
C. had we reached the hotel              D. the hotel we reached

4. Never \_\_\_\_\_ catch any fish.

- A. did he                                      B. had he  
C. he did                                      D. he had

5. Little \_\_\_\_\_ my mother was coming for a visit today!

- A. I didn't know                              B. didn't I know  
C. did I know                                D. I did know

6. Only after your homework is finished, \_\_\_\_\_ and play.

- A. you can go outside                      B. outside can you go  
C. can you go outside                      D. go outside can you

7. Not only \_\_\_\_\_, but she's also very smart.

- A. she is beautiful                          B. is she beautiful  
C. beautiful she is                          D. beautiful is she

8. Never \_\_\_\_\_ such an ugly place.

- A. have I seen                                B. I have seen  
C. I saw                                        D. saw I

9. \_\_\_\_\_ many of the monks.

- A. went back to the monastery              B. back went to the monastery  
C. back to the monastery went              D. the monastery went back to

10. \_\_\_\_\_ when someone pushed her from behind.

- A. Off the fence fell she                      B. She off the fence fell  
C. Off did she fall the fence                  D. Off the fence she fell

11. Which is correct?

- A. In the water jumped the teacher, and off swam he.  
B. In the water the teacher jumped, and off swam he.  
C. In the water the teacher jumped, and off he swam.  
D. In the water jumped the teacher, and off he swam.

12. Write your own sentence: \_\_\_\_\_



### Cloze 1 (2011 福建)

Diana Velez does everything with maximum effort - and at maximum speed. That 1 learning a new language, completing two certificates and opening a store.

When arriving in Canada in 2008, she had one 2 : to have what she had back home in Colombia. "I didn't want to 3 what I do, like so many who come to a new country," she said. "I 4 to open a store here in Canada but knew I had to 5 myself properly."

Diana quickly realized that making her dream of ownership in Canada a 6 meant going to school to get the 7 education and certification." My experience of owning a shop and working as a designer in Colombia gave me 8 in my abilities. But I couldn't speak the language and I had to 9 how to do things in Canada. It was like having to 10 all over again," said Diana.

11, she found just the help she needed for her relaunch (重新开张) 12 continuing education at George Brown College. She began taking 13 for both the Essential Skills in Fashion Certificate and the Image Consulting Certificate in May 2009. 14 Diana met with the language barrier, she was always going 15 while at college.

By the end of October 2009, she had completed all certificate requirements. Within two years after her 16 in Canada, Diana at last achieved her 17 goal when her new store opened its doors in Toronto's Sheppard Center. She was on the fast-track to 18.

Looking back, Diana, a fashion (时装) designer, 19 her achievements to the goal she set, the education she received from the college, and 20 the efforts she made. Now Diana is very happy doing what she is doing.

- |                  |                     |                |               |
|------------------|---------------------|----------------|---------------|
| 1. A. requires   | B. encourages       | C. includes    | D. advises    |
| 2. A. goal       | B. memory           | C. choice      | D. problem    |
| 3. A. continue   | B. choose           | C. change      | D. lose       |
| 4. A. demanded   | B. decided          | C. agreed      | D. hesitated  |
| 5. A. teach      | B. prepare          | C. enjoy       | D. persuade   |
| 6. A. reality    | B. fact             | C. challenge   | D. wonder     |
| 7. A. physical   | B. private          | C. primary     | D. necessary  |
| 8. A. pressure   | B. judgment         | C. influence   | D. confidence |
| 9. A. put away   | B. depend on        | C. learn about | D. look into  |
| 10. A. advance   | B. start            | C. suffer      | D. work       |
| 11. A. Naturally | B. Gradually        | C. Luckily     | D. Clearly    |
| 12. A. through   | B. for              | C. before      | D. with       |
| 13. A. notes     | B. responsibilities | C. chances     | D. courses    |
| 14. A. Though    | B. As               | C. Since       | D. Once       |
| 15. A. around    | B. back             | C. ahead       | D. out        |
| 16. A. adventure | B. arrival          | C. performance | D. journey    |
| 17. A. original  | B. common           | C. another     | D. distant    |
| 18. A. success   | B. wealth           | C. glory       | D. happiness  |
| 19. A. adds      | B. connects         | C. devotes     | D. owes       |
| 20. A. after all | B. above all        | C. at least    | D. at first   |

## Cloze 2 (2008 北京)

When I entered Berkeley, I hoped to earn a scholarship. Having been a Straight-A student, I believed I could 1 tough subjects and really learn something. One such course was World Literature given by Professor Jayne. I was extremely interested in the ideas he 2 in class.

When I took the first exam, I was 3 to find a 77, C-plus, on my test paper, 4 English was my best subject. I went to Professor Jayne, who listened to my arguments but remained 5.

I decided to try harder, although I didn't know what that 6 because school had always been easy for me. I read the books more carefully, but got another 77. Again, I 7 with Professor Jayne. Again, he listened patiently but wouldn't change his 8.

One more test before the final exam. One more 9 to improve my grade. So I redoubled my efforts and, for the first time, 10 the meaning of the word "thorough". But my 11 did no good and everything 12 as before.

The last hurdle (障碍) was the final. No matter what 13 I got, it wouldn't cancel three C-pluses. I might as well kiss the 14 goodbye.

I stopped working hard. I felt I knew the course material as well as I ever would. The night before the final, I even 15 myself to a movie. The next day I decided for once I'd have 16 with a test.

A week later, I was surprised to find I got an A. I hurried into professor Jayne's office. He 17 to be expecting me. "If I gave you the As you 18, you wouldn't continue to work as hard."

I stared at him. 19 that his analysis and strategy (策略) were correct. I had worked my head 20, as I had never done before.

I was speechless when my course grade arrived: A-plus. It was the only A-plus given. The next year I received my scholarship. I've always remembered Professor Jayne's lesson: you alone must set your own standard of excellence.

- |                    |               |               |              |
|--------------------|---------------|---------------|--------------|
| 1. A. take         | B. discuss    | C. cover      | D. get       |
| 2. A. sought       | B. presented  | C. exchanged  | D. obtained  |
| 3. A. shocked      | B. worried    | C. scared     | D. anxious   |
| 4. A. but          | B. so         | C. for        | D. or        |
| 5. A. unchanged    | B. unpleasant | C. unfriendly | D. unmoved   |
| 6. A. reflected    | B. meant      | C. improved   | D. affected  |
| 7. A. quarreled    | B. reasoned   | C. bargained  | D. chatted   |
| 8. A. attitude     | B. mind       | C. plan       | D. view      |
| 9. A. choice       | B. step       | C. chance     | D. measure   |
| 10. A. memorized   | B. considered | C. accepted   | D. learned   |
| 11. A. ambition    | B. confidence | C. effort     | D. method    |
| 12. A. stayed      | B. went       | C. worked     | D. changed   |
| 13. A. grade       | B. answer     | C. lesson     | D. comment   |
| 14. A. scholarship | B. course     | C. degree     | D. subject   |
| 15. A. helped      | B. favored    | C. treated    | D. relaxed   |
| 16. A. fun         | B. luck       | C. problems   | D. tricks.   |
| 17. A. happened    | B. proved     | C. pretended  | D. seemed    |
| 18. A. valued      | B. imagined   | C. expected   | D. welcomed  |
| 19. A. remembering | B. guessing   | C. supposing  | D. realizing |
| 20. A. out         | B. over       | C. on         | D. off       |

## Test Reading 1 (2011 山东)

Diana Jacobs thought her family had a workable plan to pay for college for her 21-year-old twin sons: a combination of savings, income, scholarships, and a modest amount of borrowing. Then her husband lost his job, and the plan fell apart.

"I have two kids in college, and I want to say 'come home,' but at the same time I want to provide them with a good education," says Jacobs.

The Jacobs family did work out a solution: They asked and received more aid from the schools, and each son increased his borrowing to the maximum amount through the federal loan (贷款) program. They will each graduate with \$20,000 of debt, but at least they will be able to finish school.

With unemployment rising, financial aid administrators expect to hear more families like the Jacobs. More students are applying for aid, and more families expect to need student loans. College administrators are concerned that they will not have enough aid money to go around.

At the same time, tuition (学费) continues to rise. A report from the National Center for Public Policy and Higher Education found that college tuition and fees increased 439% from 1982 to 2007, while average family income rose just 147%. Student borrowing has more than doubled in the last decade.

"If we go on this way for another 25 years, we won't have an affordable system of higher education," says Patrick M. Callan, president of the center. "The middle class families have been financing it through debt. They will send kids to college whatever it takes, even if that means a huge amount of debt."

Financial aid administrators have been having a hard time as many companies decide that student loans are not profitable enough and have stopped making them. The good news, however, is that federal loans account for about three quarters of student borrowing, and the government says that money will flow uninterrupted.

1. According to Paragraph 1, why did the plan of Jacobs family fail?

- A. The twins wasted too much money.                      B. The father was out of work.

- C. Their saving ran out. D. The family fell apart.
2. How did the Jacobs manage to solve their problem?
- A. They asked their kids to come home.  
B. They borrowed \$20,000 from the school.  
C. They encouraged their twin sons to do part-time jobs.  
D. They got help from the school and the federal government.
3. Financial aid administrators believe that \_\_\_\_\_.  
A. more families will face the same problem as the Jacobses  
B. the government will receive more letters of complaint  
C. college tuition fees will double soon  
D. America's unemployment will fall
4. What can we learn about the middle class families from the text?  
A. They blamed the government for the tuition increase.  
B. Their income remained steady in the last decade.  
C. They will try their best to send kids to college.  
D. Their debts will be paid off within 25 years.
5. According to the last paragraph, the government will \_\_\_\_\_.  
A. provide most students will scholarships  
B. dismiss some financial aid administrators  
C. stop the companies from making student loans  
D. go on providing financial support for college students

## Test Reading 2 (2011 陕西)

In early autumn I applied for admission to college. I wanted to go nowhere but to Cornell University, but my mother fought strongly against it. When she saw me studying a photograph of my father on the sports ground of Cornell, she tore it up.

"You can't say it's not a great university, just because Papa went there."

"That's not it at all. And it is a top university." She was still holding the pieces in her hand. "But we can't afford to send you to college."

"I wouldn't dream of asking you for money. Do you want me to get a job to help support you and Papa? Things aren't that bad, are they?"

"No," she said. "I don't expect you to help support us."

Father borrowed money from his rich cousins to start a small jewellery shop. His chief customers were his old college friends. To get new customers, my mother had to help. She picked up a long-forgotten membership in the local league of women, so that she could get to know more people. Whether those people would turn into customers was another question. I knew that my parents had to wait for quite a long time before their small investment (投资) could show returns. What's more, they had not wanted enough to be rich and successful; otherwise they could not possibly have managed their lives so badly.

I was torn between the desire to help them and change their lives, and the determination not to repeat their mistakes. I had a strong belief in my power to go what I wanted. After months of hard study I won a full college scholarship (奖学金). My father could hardly contain his pride in me, and my mother eventually gave in before my success.

1. The author was not allowed to go to Cornell University mainly because \_\_\_\_\_.  
A. his father graduated from the university  
B. his mother did not think it a great university  
C. his parents needed him to help support the family  
D. his parents did not have enough money for him
2. The father started his small shop with the money from \_\_\_\_\_.  
A. a local league    B. his university    C. his relatives    D. his college friends
3. Why did the mother renew her membership in the league?  
A. To help with her husband's business    B. To raise money for her son

- C. To meet her long-forgotten friends  
 4. According to the text, what was the author determined to do in that autumn?  
 A. To get a well-paid job for himself  
 B. To improve relations with his mother  
 C. To go to his dream university  
 D. To carry on with his father's business

## Test Reading 4 (2009 山东)

An increase in students applying to study economics at university is being attributed to the global economic crisis awakening a public thirst for knowledge about how the financial system works.

Applications for degree courses beginning this autumn were up by 15% this January, according to UCAS, the Universities and Colleges Admissions Service. A spokesman for the Royal Economic Society said applications to do economics at A-level were also up.

Professor John Beath, the president of the society and a leading lecturer at St Andrews University, said his first-year lectures -- which are open to students from all departments -- were drawing crowds of 400, rather than the usual 250.

"There are a large number of students who are not economics majors, who would like to learn something about it. One of the things I have done this year is to relate my teaching to contemporary events in a way that one hasn't traditionally done." He said.

University applications rose 7% last year, but there were rises above average in several subjects. Nursing saw a 15% jump, with people's renewed interest in careers in the public sector, which are seen as more secure in economic crisis.

A recent study showed almost two thirds of parents believed schools should do more to teach pupils about financial matters, and almost half said their children had asked them what was going on, although a minority of parents felt they did not understand it themselves well enough to explain.

Zack Hocking, the head of Child Trust Funds, said: "It's possible that one good thing to arise from the downturn will be a generation that's financially wiser and better equipped to manage their money through times of economic uncertainty."

- Professor John Beath's lectures are \_\_\_\_\_.  
 A. given in a traditional way  
 B. connected with the present situation  
 C. open to both students and their parents  
 D. warmly received by economics
- Careers in the public sector are more attractive because of their \_\_\_\_\_.  
 A. greater stability  
 B. higher pay  
 C. fewer applications  
 D. better reputation
- In the opinion of most parents, \_\_\_\_\_.  
 A. economics should be the focus of school teaching  
 B. more students should be admitted to universities  
 C. the teaching of financial matters should be strengthened.  
 D. children should solve financial problems themselves
- According to Hocking, the global economic crisis might make the youngsters \_\_\_\_\_.  
 A. wiser in money management  
 B. have access to better equipment  
 C. confident about their future careers  
 D. get jobs in Child Trust Funds
- What's the main idea of the text?  
 A. Universities have received more applications.  
 B. Economics is attracting an increasing number of students  
 C. College students benefit a lot from economic uncertainty  
 D. Parents are concerned with children's subject selection.

## Test Writing 1 (2011 重庆)

某国际动物关爱协会面向全球中学生招募“动物代言人”，希望申请者选择一种自己喜欢的动物，为之代言 (speak for)。假设你是重庆新华中学的学生李华，有意参与该活动，现请你用英文在线填写申请表(仅需填写“申请陈述”部分)，内容如下：

- 表示有意参加

- 说明自己富有爱心、关爱动物
- 打算为何种动物代言，并说明理由
- 希望申请成功

注意：(1) 请在答题卡规定区域内作答；  
(2) 词数 100 左右；  
(3) “申请陈述”的第一句已经给出, 不计入总词数

Application Form (申请表)

Name (姓名) Li Hua

Sex (性别) F/M

Age (年龄) 18

Email Add. (电子邮件地址) lihua@xinhuaschool.com

Statement of Application (申请陈述)

I am a student from Xinhua Middle School in Chongqing, China. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Test Writing 2 (2011 上海)

假如你是启明中学（Qi Ming Middle School）的李明，想申请一个扶贫项目，帮助贫困地区的儿童。根据以下启事，写一封申请信（信中不能提到真实姓名和学校）。

启事

国际儿童基金会将资助中学生开展扶贫项目，以帮助贫困地区的儿童。申请成功者将获得项目经费 2000 元。

有意者请来信告知：

1) 你个人的基本情况；

2) 你对申请项目的基本设想；

3) 项目经费的使用计划。

联系方式： 2011hope@icf.org

2011

Test Writing 3 (2011 辽宁)

假定你是李华，将于今年七月从新星外语学校毕业，你从报纸上得知 B & B 公司要招聘一名英文秘书，你很感兴趣。请给该公司写一封求职信，包括下列要点：

1. 年龄；

2. 学习情况及英语水平；

3. 兴趣和特长；

4. 性格特点。
- 注意：1. 词数 100 左右；  
2. 可适当增加细节，以使行文连贯；

3. 开头和结束语已为你写好。

June 8

Dear Sir/Madam

I learned from the newspaper that your company needs an English secretary. \_\_\_\_\_

---

I'm looking forward to your reply.

Sincerely yours,  
Li Hua



# Appendix 1: Test Listening

## Tianjin 天津 2010

第一节（共 5 小题；每小题 1.5 分，满分 7.5 分）

听下面五段对话。每段对话后有一个小题，从题中所给的 A、B、C 三个选项中选出最佳选项，并标在试卷的相应位置。听完每段话后，你将有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

62. What does the man think about the vacation?

- A. It'll be a long vacation.
- B. It's only a dream.
- C. It'll be great.

63. What will the woman probably do on Saturday evening?

- A. Go skating.
- B. Call her sister.
- C. Give a lecture.

64. What does the man suggest to the woman?

- A. Having a meeting.
- B. Calling on him.
- C. Buying a house.

65. Where does the conversation most probably take place?

- A. In an office.
- B. In a museum.
- C. In a clothing store.

66. What did Alice ask the man to do?

- A. Borrow some magazines for her.
- B. Return some magazines to the library.
- C. Give some magazines back to her.

第二节（共 15 小题；每小题 1.5 分）

听下面五段材料。每段材料后有几个小题，从题中所给的 A、B、C 三个选项中选出最佳选项，并标在试卷的相应位置。听每段材料前，你将有时间阅读各个小题，每小题 5 秒钟；听完后，各小题将给出 5 秒钟的作答时间。每段材料读两遍。

听下面一段对话，回答第 67 和第 68 两个小题。

67. What has the man been doing?

- A. Writing a book.
- B. Reading a book.
- C. Advertising a book.

68. What is the man's response to the woman's suggestion?

- A. He doesn't take it seriously.
- B. He has rejected it.
- C. He has accepted it.

听下面一段对话，回答第 69 至第 71 三个小题。

69. Where does this conversation take place?

- A. At a railway station.
- B. At a coach station.
- C. At an airport.

70. How many suitcases does the woman have altogether?

- A. Three.
- B. Two.
- C. One.

71. What do we learn about the woman?

- A. She has bought a return ticket.
- B. She has taken this trip before.
- C. She has lost one suitcase.

听下面一段对话，回答第 72 至第 74 三个小题。

72. What is the problem with the woman's watch?

- A. It needs cleaning.
- B. It is ruined by water.
- C. It needs a new battery.

73. What does the shop offer if one changes a battery there?

- A. A free battery.
- B. One-year guarantee.
- C. Free cleaning service.

74. Why can't the woman have her watch repaired right away?

- A. The man can't fix it at the moment.
- B. The woman doesn't have enough money on her.
- C. There is no right battery in the shop now.

听下面一段对话，回答第 75 至第 78 四个小题。

75. Which of the following is TRUE about the man?

- A. He has lost interest in jazz.
- B. He works in the Student Center.
- C. He is a full-time student.

76. Why did the man decide not to stay with the band?

- A. He didn't like the bandleader.
- B. He was too busy to make it.
- C. He wanted to join a better band.

77. What role did the man probably play in the band?

- A. A guitarist.
- B. A pianist.
- C. A singer.

78. What suggestion does the woman give to the man?

- A. Organizing a new band.
- B. Joining a new band.
- C. Giving up performing.

听下面一段独白，回答第 79 至第 81 三个小题。

79. How many points does a misspelled word cost?

- A. 2 points.
- B. 3 points.
- C. 5 points.

80. What are the students going to do on Friday?

- A. Read a short story.
- B. Take a major test.
- C. Write an essay.

81. When was this lecture given?

- A. On Monday.
- B. On Wednesday.
- C. On Friday.

## Tianjin 天津 2007

第一节（共 5 小题；每小题 1.5 分，满分 7.5 分）

67. When does the man's plane take off?  
A. At 5:00 B. At 5:30 C. At 7:00
68. What do we learn about the man?  
A. He is sleepy.  
B. He hurt his eyes.  
C. He failed his exam.
69. How often was the magazine published in the past?  
A Once a week  
B Once a month  
C Twice a month
70. What are the two speakers talking about?  
A Weather forecast  
B The view of a lake  
C As out door activity
71. Why did not the woman meet the man for lunch?  
A She was having a class.  
B She did not like the crowd  
C She was not feeling well

第二节（共 15 小题，每小题 1.5 分，满分 22.5）

72. What is the conversation about?  
A Offering a lift  
B Buying a computer  
C Asking for a favor
73. What is the man doing when the woman calls?  
A He is moving a box  
B He is working upstairs  
C He is waiting for the delivery
74. What happened to the woman's purse?  
A It was missing  
B It was left home  
C It was stolen
75. What did the woman go to the bank for?  
A To pay the bill  
B To cash the cheque  
C To open an account
76. Which is the right order of the places the speakers have been to ?  
A Coffee shop—bookshop---bank  
B Bookshop ----bank----coffee shop  
C Bank---coffee shop--- bookshop

77. Who supported the woman financially for her studies at nurse school?  
A Her parents  
B The government  
C The woman herself
78. What do we learn about the woman's parents?  
A They respected her choice  
B They treated her as a child  
C They controlled her too much
79. What is TRUE about the man?  
A He was forced to study abroad  
B He is longing for more freedom  
C He is open to persuasion
80. What attracts the woman most at the store?  
A Its high -quality service .  
B Its good range of products  
C Its nice shopping environment
81. Which of the following products are mentioned in the conversation?  
A Cupboards, beds and armchairs  
B Armchairs, dinner tables and bed sheets.  
C Bookcases, cupboards and table cloths
82. What does the woman not like about the store?  
A No sales promotion  
B Crowds at the checkouts  
C High prices of the products
83. How did Europeans know the exact time in the late 1700s?  
A By looking at clocks at home  
B By looking at clocks in factories  
C By looking at clocks in public places
84. When did people regard watches as a sign of wealth in Europe and the US?  
A In the 1800s  
B In the 1850s  
C In the 1900s
85. What did industrialization bring about in watch-making?  
A. The quality of watches was improved.  
B. More types of watches were available.  
C. More watches could be produced.
85. Which would be the best title for the passage?  
A The development of watches and clocks  
B The functions of watches and clocks  
C The importance of watches and clocks

## 第一节 (共 5 小题; 满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试卷的相应位置。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What do the speakers need to buy?  
A. A fridge.  
B. A dinner table.  
C. A few chairs.
2. Where are the speakers?  
A. In a restaurant. B. In a hotel. C. In a school.
3. What does the woman mean?  
A. Cathy will be at the party.  
B. Cathy is too busy to come.  
C. Cathy is going to be invited.
4. Why does the woman plan to go to town?  
A. To pay her bills in the bank.  
B. To buy books in a bookstore.  
C. To get some money from the bank.
5. What is the woman trying to do?  
A. Finish some writing.  
B. Print an article.  
C. Find a newspaper.

## 第二节 (共 15 小题; 满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试卷的相应位置。听每段对话或独白前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 5 秒钟的作答时间。每段对话或对白读两遍。

听第 6 段材料, 回答第 6—7 题。

6. What is the man doing?  
A. Changing seats on the plane.  
B. Asking for a window seat.  
C. Trying to find his seat.
7. What is the woman's seat number?  
A. 6A. B. 7A. C. 8A.

听第 7 段材料, 回答 8—9 题。

8. Why doesn't the woman take the green T-shirt?  
A. It's too small.  
B. It's too dark.  
C. It's too expensive.
9. What does the woman buy in the end?  
A. A yellow T-shirt.  
B. A blue T-shirt.

C. A pink T-shirt.

听第 8 段材料, 回答 10—12 题。

10. How long has the man been in London?  
A. One year.  
B. A few years.  
C. A couple of months.
11. Why did the woman leave her hometown?  
A. To lead a city life.  
B. To open a restaurant.  
C. To find a job.
12. Where did the woman come from?  
A. London.  
B. Arnside.  
C. Lancaster.

听第 9 段材料, 回答 13—16 题。

13. What is a daypack?  
A. A box. B. A bag. C. A lock.
14. What surprises the girl at school?  
A. A lot of discussions in class.  
B. Teachers giving little homework.  
C. Few students asking questions in class.
15. At what time of the school term does the conversation most, probably take place?  
A. At the end of it.  
B. In the middle of it.  
C. At the beginning of it.
16. What do we know about the girl?  
A. She is new to the school.  
B. She writes for the school newspaper.  
C. She seldom asks questions in class.

听第 10 段材料, 回答 17—20 题。

17. What does Mr. Henry Stone do?  
A. A bank clerk.  
B. A teacher.  
C. A writer.
18. What does Henry like doing at airports?  
A. Watching people.  
B. Telling stories.  
C. Reading magazines.
19. What did Henry learn from the newspaper that day?  
A. A valuable suitcase was missing.  
B. A man stole money from a bank.  
C. A woman ran away from home.
20. Why was the woman at the airport?  
A. She was traveling on business.  
B. She was seeing the man off.  
C. She was leaving for Greece.

## Hunan 湖南 2009

## 听力试题: 第一节 (湖南卷)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试题卷的相应位置。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What does the man mean?  
A. It will take about one month to repair the watch.  
B. It costs too much to have the watch repaired.  
C. The watch is no longer worth repairing.
2. When will they get there for the play?  
A. 9:00                      B. 10:00                      C. 10:30
3. Why can't the man concentrate on his study?  
A. He keeps thinking of going to the movies.  
B. His classmates are taking a break.  
C. He's been studying for too long.
4. What is the man going to do?  
A. Go to the Chinese restaurant.  
B. Watch the football game.  
C. Visit a friend downtown.
5. What do you know about Frank?  
A. He will arrive in Chicago this morning.  
B. He will send Ms. Tyler an e-mail.  
C. He will call Ms. Tyler himself.

第二节: 听下面 4 段对话。每段对话后有几个小题, 从题中所给的 A、B、C 三个选项中选出最佳选项, 并标在试题卷的相应位置。听每段对话前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 5 秒钟的作答时间。每段对话读两遍。

听下面一段对话, 回答第 6 和第 7 两个小题。

6. Which part of the man's body hurts?  
A. An arm.      B. An eye.      C. An ear.
7. What does the woman advise the man to do?  
A. Go to hospital at once.  
B. Stay away from the swimming pool.  
C. Get some medicine from the drugstore.

听下面一段对话, 回答第 8 至第 10 三个小题。

8. What do you know about the woman?  
A. She doesn't believe the man's excuse.  
B. She's been waiting far too long.  
C. She's really angry with the man.
9. What does the man mean?  
A. He got there in only five minutes.  
B. He has a good reason for being late.  
C. He is used to waiting for the woman.
10. What does the woman want the man to do?  
A. Buy the tickets.  
B. Buy her a wallet.  
C. Go back for her wallet.

听下面一段对话, 回答第 11 至第 13 三个小题。

11. Who is the woman talking to?  
A. A hotel clerk.  
B. A hotel manager.

C. A policeman.

12. Where does the conversation most probably take place?

- A. In the manager's office.
- B. In the room of the guest.
- C. At the police station.

13. What do you know about the woman?

- A. She cannot find her necklace.
- B. She put her necklace in the bed.
- C. She is not satisfied with the room.

听下面一段对话, 回答第 14 至第 17 四个小题。

14. Why is the woman asking for leave?

- A. She plans to go to the UK with her parents.
- B. She has to take care of her parents at home.
- C. She wants to spend some time with her parents.

15. What can be inferred about the man?

- A. He knows a lot about Chinese culture.
- B. He doesn't want the woman to take any time off at first.
- C. He considers language a big problem for foreign visitors.

16. What can be inferred about the woman?

- A. She is a student.
- B. She is a teacher.
- C. She is a tourist.

17. What agreement do the two speakers reach at the end of the conversation?

- A. The woman can take two days off.
- B. The woman needs to do some extra work.
- C. The woman should buy some travelling materials.

第三节: 听下面一段材料, 将第 18 至第 20 三个小题的信息补充完整, 每小题不超过 3 个单词。听材料前, 你将有时间阅读各个小题, 每小题 5 秒钟; 听完后, 各小题将给出 15 秒钟的作答时间。本段材料读两遍。

Doing exercise and keeping fit

I. The importance of exercise.

A 18 can lead to many health problems. .

II. How to prevent illness.

Stay 19 : playing sports, gardening & doing housework .

III. Ways of doing exercise.

• Choose a proper form - one that you enjoy and that you can stick with.

• Exercise in the right way. Start exercising slowly and increase the amount of exercise 20.

## Hubei 湖北 2010

第一节(共 5 小题; 每小题 1.5 分, 满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 A、B、C 二个选项中选出最佳选项, 并标在试卷的相应位置。听完每段对话后, 你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

What will the man probably do?

- A. Take a rest.
- B. Go to a party
- C. Meet his boss.

2. What do we know about the man?

- A. He has been caught copying a report.
- B. He is not free at the moment.
- C. He won't leave till the last minute.

3. What is the woman concerned about?

- A. Her health.
- B. Her character.
- C. Her appearance.

4. What does the man mean?

- A. The fridge will be fixed.
- B. The room will be warmer.
- C. The lights will be switched on.

5. What does the man imply?

- A. The woman already has too many shoes.
- B. The new shoes do not look good enough.
- C. He doesn't care where to put the new shoes.

6. Why doesn't the man want to fly?

- A. He wants to enjoy the scenery.
- B. He thinks it's dangerous.
- C. He likes taking the bus.

7. Which means of transport does the woman prefer?

- A. The bus. B. The train. C. The car.

8. Why is the woman worried?

- A. She doesn't know what to read.
- B. She hasn't finished her task.
- C. She has no time to write her book.

9. What do we know about the man?

- A. He has been to Europe with the woman.
- B. He has forgotten to write his reports.
- C. He has finished reading all the books.

10. What helps to impress the interviewer in the first place?

- A. Appropriate body language.
- B. Excellent memory.

C. Natural voice.

11. What should the man do before the interview?

- A. Practice handshaking.
- B. Recite the answers to possible questions.
- C. Get some information about the company.

12. What advice does the woman offer about the topic of salary?

- A. Not to mention it at the first interview.
- B. Not to bring it up in a roundabout way.
- C. To let the interviewer mention it next time.

13. How does the man kill time?

- A. By eating potato chips.
- B. By watching TV.
- C. By taking a walk.

14. What does the woman dislike?

- A. The square.
- B. The parks.
- C. The city.

15. What does the man think is the most important?

- A. Entertainment. B. Income. C. Quietness.

16. What do the man and woman disagree on?

- A. Whether the city needs a symbol.
- B. Whether the amusement park should be built.
- C. Whether the square is a good place for a walk.

17. What kind of English lessons does the speaker recommend?

- A. Examination skills.
- B. Reading and writing.
- C. Listening and speaking.

18. How can a learner take the lessons when he is not online?

- A. By using the downloaded sound files.
- B. By making conversations with others.
- C. By reviewing words, phrases and idioms.

19. What is mentioned as an advantage of the speaker's online course?

- A. It improves learners' English skills quickly.
- B. It offers learners better study methods.
- C. It helps learners to make friends.

20. What's the speaker's idea about learning English?

- A. Being confident in learning.
- B. Learning English little by little.
- C. Having clear learning goals.

## Hubei 湖北 2011

1. Why does the woman want to go to America?

- A. To take language courses.
- B. To attend a conference.
- C. To visit some friends.

2. What do you know about Peter Smith?

- A. He is having lunch at home.
- B. He is out at the moment.
- C. He is talking with Mary;

3. What is said about the woman?

- A. She spends more than she earns.
- B. She earns more than she spends.
- C. She has a tight budget

4. What do we know about the speakers?

- A. They are now traveling in Mexico.
- B. They have been to a festival in Mexico.
- C. They painted some pictures in Mexico.

5. What is the woman doing?

- A. Helping children with AIDS.
- B. Raising money for African children.
- C. Collecting information on African children.

6. What was the man doing during the earthquake?

- A. Shouting.
- B. Running.
- C. Sleeping.

7. How was the man when the earthquake took place?

- A. He was ill.
- B. He was helpless.
- C. He was frightened.

8. Why does the boy love Sunday?

- A. He can play basketball.
- B. He has no classes at school.
- C. He can watch sports on TV.

9. What is the boy expected to do?

- A. To help with housework.
- B. To watch a game on TV.
- C. To have a good rest.

10. What is said about medical development in the future?

- A. Health care will be free.
- B. Cancer may be cured.
- C. AIDS may disappear.

11. What will make distant places more popular for holiday?

- A. Better air service.
- B. Faster air transport.
- C. Lower cost for air travel.

12. What is the topic of this interview?

- A. Future ways of travelling.
- B. Medical progress in the future.
- C. Changes of life in the next decade.

13. Where is the woman going now?

- A. To an art museum.
- B. To a Chinese restaurant.
- C. To an underground station.

14. Why does the woman come to the city?

- A. For business.
- B. For traveling.
- C. For shopping.

15. Why does the man recommend the restaurant to the woman?

- A. The service there is good.
- B. The food there is tasty.
- C. The price there is low.

16. According to the man, which is the best means of transport to the restaurant?

- A. The bus.
- B. The taxi.
- C. The underground.

17. What kind of passage have you just heard?

- A. A public lecture.
- B. A radio announcement.
- C. A government statement.

18. What is the main purpose of the event?

- A. To increase people's sense of environment protection.
- B. To invite people to join an environmental organization.
- C. To persuade families to have an outing in the mountains.

19. How many trees are going to be planted today?

- A. 700
- B. 2000
- C. 4000

20. What does the speaker advise volunteers to do?

- A. To learn some tree-planting skills.
- B. To come along any time they like.
- C. To bring along their gloves

Beijing 北京 2011

第一节（共 5 小题；每小题 1.5 分，共 7.5 分）  
听下面 5 段对话。每段对话后有一道小题，从每题所给的 A、B、C 三个选项中选出最佳选项。听完每段对话后，你将有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话你将听一遍。

1. What color T-shirt does the man plan to order?  
A. Red.      B. Blue.      C. Green.
2. Which section does the man like to read?  
A. News.      B. Sports.      C. Entertainment.
3. What job will the man probably take in summer?  
A. Lifeguard.  
B. Tour guide.  
C. Swimming coach.
4. Where does the woman want to go on holiday?  
A. Turkey.      B. Canada.      C. Italy.
5. What are the two speakers talking about?  
A. Shark.      B. Camera.      C. Movie.

第二节（共 10 小题，每小题 1.5 分，共 15 分）

听第 6 段材料，回答第 6 至 7 题。

6. What test are the speakers going to take on Friday?  
A. Science      B. History      C. Music
7. Why does the woman speaker make the phone call?  
A. To discuss her maths problems.  
B. To seek help with her English reading.  
C. To ask about the homework for tomorrow.

听第 7 段材料，回答第 8 至 9 题。

8. What does the man think is the cause of the woman's illness?  
A. Last night's dinner.  
B. The hot weather.  
C. Bottled water.
9. What is the probable relationship between the two speakers?  
A. Husband and wife.  
B. Doctor and patient.  
C. Guest and receptionist.

听第 8 段材料，回答第 10 至 12 题。

10. What is the man doing?

- A. Making an invitation.
- B. Offering information.
- C. Asking for permission.

11. What time is the woman going to see the dentist this Saturday?

- A. 10:30a.m      B. 12:30p.m      C. 4:30p.m

12. What is the woman going to do after seeing the dentist?

- A. Clean the house.
- B. Take a walk by the lake.
- C. Help Jim with his science project.

听第 9 段材料，回答第 13 至 15 题。

13. What makes shoppers tired?

- A. Queuing for electrically-driven cars.
- B. Looking for what they want to buy.
- C. Carrying shopping around.

14. What is the problem for building moving walkways in the store?

- A. The space
- B. The redesign.
- C. The technology.

15. Where will the computer system send the things shoppers buy?

- A. To the exit
- B. To the shelf
- C. To the shoppers' homes.

第三节（共 5 小题；每小题 1.5 分，共 7.5 分）

听下面一段对话，完成第 16 至第 20 五道小题，每小题仅填写一个词，听对话前你将有 20 秒钟的时间阅读试题，听完后你将有 60 秒钟的作答时间，这段对话你将听两遍。

Missing Person Report Form	
Time last seen	About <u>16</u> 0'clock in the afternoon
Place last seen	At the <u>17</u> section of the store
Name	<u>18</u>
Age	Five
Appearance	Dark <u>19</u> hair, thin and small
Clothing	Blue <u>20</u> , a pink T-shirt, a hat

Beijing 北京 2010

第一节（共 5 小题；每小题 1.5 分，共 7.5 分）  
听下面 5 段对话。听完每段对话后，你将有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话你将听一遍。

- 1. What does the man want to be in the future?  
A. A soldier.                      B. A lawyer.    C. A teacher.
- 2. What does the girl want?  
A. Sweets.                      B. Books.        C. Pencils.
- 3. When did the two speakers plan to meet Jane?  
A. At 2:00.                      B. At 2:15.     C. At 2:30.
- 4. What will the woman do tonight?  
A. Go to the park.  
B. Play basketball.  
C. Work at a bookstore.
- 5. What is the woman doing?  
A. Offering help.  
B. Asking for information.  
C. Making an introduction.

第二节（共 10 小题；每小题 1.5 分，共 15 分）  
听下面 4 段对话或独白。每段对话或独白后有几道小题，从每题所给的 A、B、C 三个选项选出最佳选项。听每段对话或独白前，你将有 5 秒钟的时间阅读每道题。听完后，每道题将给出 5 秒钟的作答时间。

- 听第 6 段材料，回答第 6 至 7 题。
- 6. Where do the two speakers work?  
A. At a store.    B. At a hotel.    C. At a school.
  - 7. Where does the woman come from?  
A. Brazil.        B. Australia.     C. Singapore.

- 听第 7 段材料，回答第 8 至 9 题。
- 8. What is the weather like in the north tonight?  
A. Hot and sunny with some wind  
B. Cool and cloudy with showers  
C. Clear and warm with light winds
  - 9. What is the high temperature in the south tomorrow?  
A. 15°C.        B. 20°C.        C. 23°C.

- 听第 8 段材料，回答第 10 至 12 题。
- 10. What motivates the man to employ local people?  
A. To help the local business.  
B. To increase the local employment rate.  
C. To reduce the number of workers from other places.
  - 11. What will the man probably do in the future?

- A. Set up a new company.
- B. Run a training course.
- C. Lead an easier life.
- 12. What is the possible relationship between the two speakers?  
A. Supplier and customer.  
B. Manager and secretary.  
C. Interviewer and interviewee.

- 听第 9 段材料，回答第 13 至 15 题。
- 13. What rule should you follow to enter the sports complex?  
A. Wear appropriate shoes.  
B. Register on the notice board.  
C. Make an appointment with a coach.
  - 14. How much is the buffet?  
A. £4.            B. £8            C. £10.
  - 15. What is the purpose of the announcement?  
A. To introduce a playing field.  
B. To introduce a holiday camp.  
C. To introduce a fruit market.

第三节（共 5 小题；每小题 1.5 分，共 7.5 分）  
听下面一段对话，完成第 16 至第 20 五道小题，每小题仅填写一个词。听对话前，你将有 20 秒钟的时间阅读试题，听完后你将有 60 秒钟的作答时间。这段对话你将听两遍。

Customer Complaint Form (客户投诉表)	
Customer	Thompson Electronics
Problem	A <u>16</u> delivery: ● Printers ordered: 25 HW <u>17</u> ● Printers delivered: 25 HW56
Cause	A computer <u>18</u> problem
Solution (解决方案)	● Post the correct order <u>19</u> delivery ● Put a \$300 <u>20</u> on the customer's account

Beijing 北京 2007

第一节（共 5 小题；每小题 1.5 分，共 7.5 分）  
听下面 5 段对话。每段对话后有一道小题，从每题

所给的 A,B,C 三个选项中选出最佳选项。听完每段对话後, 你将有 10 秒中的时间来回答有关小题和阅读下一小题, 每段对话你将听一遍。

1. Where is the man from?  
A. Atlanta  
B. New York  
C. Washington, DC
2. How much is the man's telephone bill?  
A. \$50      B. \$24      C. \$30
3. What does the woman want to watch?  
A. News  
B. "Animal World"  
C. Movie
4. Which apartment is the woman interested in?  
A. The one-bedroom apartment  
B. The two-bedroom apartment  
C. The three-bedroom apartment
5. What is the woman doing?  
A. Giving advice  
B. Asking the way  
C. Making a request

第二节(共 15 小题; 每小题 1.5 分,共 22.5 分)  
听下面 6 段对话或独白, 每段对话或独白後有几道小题, 从每题所给的 ABC 三个选项 中选出最佳选项. 听每段对话或独白前., 你将有 5 秒钟的时间阅读每小题. 每小题. 听完後, 每小题将给出 5 秒钟的作答时间. 每段对话或独白你将听两边.

听第 6 段材料, 回答第 7 至 7 题。

6. Why is the woman late?  
A. She missed the bus  
B. She couldn't start her car  
C. She couldn't find the key
7. Where are the two speakers?  
A. At a garage  
B. At a bus stop  
C. At a restaurant

听第 7 段材料, 回答第 8 至 9 题。

8. What are the two speakers going to do?  
A. Go shopping  
B. Visit a church  
C. See an exhibition
9. What do we learn about the man?  
A. He is a tour guide  
B. He works in a shop  
C. He lives in the city

听第 8 段材料, 回答 第 10 至 11 题

10. Who is going to give the speech?  
A. Mark  
B. Susan  
C. John
11. What is the speech about?  
A. A project  
B. A city  
C. A job

听第 9 段材料, 回答第 12 至 14 题

12. Where does the woman work?  
A. Tokyo      B. London      C. Oxford
13. What are the speakers going to do together tomorrow evening?  
A. Visit Jane  
B. Have dinner  
C. See customers
14. Who is probably Jane?  
A. Tony's customer  
B. Tony's boss  
C. Tony's wife

听第 10 段材料, 回答第 15 至 17 题

15. Who is the woman talking to?  
A. A student  
B. A teacher  
C. A secretary
16. What does the man say about Frank?  
A. He is quiet  
B. He is active  
C. He is honest
17. What does the woman think good student should be like?  
A. They should ask questions  
B. They should pay attention in class  
C. They should not be afraid of making mistakes

听第 11 段材料, 回答第 18 至 29 题

18. What does the man do?  
A. A painter  
B. An engineer  
C. A weatherman
19. What does the man say about his job?  
A. easy      B. tiring      C. dangerous
20. Why does the man love his job?  
A. He can stay in the mountains.  
B. He can enjoy the beautiful view.  
C. He can experience different weather.

## Anhui 安徽 2010

回答听力部分时, 请先将答案标在试卷上, 听力部分结束前, 你将有两分钟的时间将你的答案转涂到客观答题卡上.

第一节: (共 5 小题: 每小题 1.5 分, 满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题, 从题中所给的 ABC 三个选项中选出最佳选项, 并标在试

卷的相应位置。挺完美段对话后，你有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

1. What will Dorothy do on the weekend?  
A. Go out with her friend.  
B. Work on her paper.  
C. Make some plans.
2. What was the normal price of the T-shirt?  
A. \$15  
B. \$30  
C. \$50
3. What has the woman decided to do on Sunday afternoon?  
A. To attend a wedding.  
B. To visit an exhibition.  
C. To meet a friend.
4. When does the bank close on Saturday?  
A. At 1:00 pm  
B. At 3:00 pm  
C. At 4:00 pm
5. Where are the speakers?  
A. In a store  
B. In a classroom  
C. In a hotel.

第二节 (共 15 小题;每小题 1.5 分, 满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小问题, 从题中所给的 A、B、C、三个选项选出最佳选项, 并标在试卷的相应位置, 听每段对话或独白前, 你将有时间阅读各小题, 每小题 5 秒钟; 听完后, 各小题给出 5 秒钟的作答时间。每段对话或独白读两遍。

听第 6 段材料, 回答第 6.7 题。

6. What do we know about Nora?  
A. She prefers a room of her own.  
B. She likes to work with other girls.  
C. She lives near the city center.
7. What is good about the flat?  
A. It is a large sitting room.  
B. It has good furniture  
C. It has a big kitchen.

听第 7 段材料, 回答第 8、9 题。

8. Where has Barbara been?  
A. Milan  
B. Florence  
C. Rome
9. What has Barbara got in her suitcase?  
A. Shoes  
B. Stones  
C. Books

听第 8 段材料, 回答 10 至 12 题。

10. Who is making the telephone call?  
A. Thomas Brothers.  
B. Mike Landon  
C. Jack Cooper
11. What relation is the woman to Mr. Cooper?  
A. His wife.  
B. His boss.

C. His secretary.

12. What is the message about?  
A. A meeting  
B. A visit to France  
C. The date for a trip

听第 9 段材料, 回答第 13 至 16 题。

13. Who could the man speaker most probably be?  
A. A person who saw the accident.  
B. The driver of the lorry.  
C. A police officer.
14. What was Mrs. Franks doing when the accident took place?  
A. Walking along Churchill Avenue  
B. Getting ready to cross the road.  
C. Standing outside a bank
15. When did the accident happen?  
A. At about 8:00 am  
B. At about 9:00am  
C. At about 10:00am
16. How did the accident happen?  
A. A lorry hit a car  
B. A car ran into a lorry  
C. a bank clerk rushed into the street.

听第 10 段材料, 回答第 17 至 20 题

17. What is the talk mainly about?  
A. The history of the school.  
B. The courses for the term.  
C. The plan for the day.
18. Where can the visitors learn about the subjects for new students?  
A. In the school hall.  
B. In the science labs.  
C. In the classrooms.
19. What can students do in the practical areas?  
A. Take science courses  
B. Enjoy excellent meals.  
C. Attend workshops.
20. When are the visitors expected to ask questions?  
A. During the lunch hour.  
B. After the welcome speech.  
C. Before the tour of the labs.

## Appendix 2: Test Error Correction

1

Last Sunday I saw the worst storm in years. It came sudden and went on for over three hours. After lunch, I went into my room to have a rest. The air was hotter, and all is quiet. Then a strong wind started to blow into my room. Pieces of paper on my desk flew high into the air and some flew out the open window. As I ran out to catch them, big drop of rain began to fall. When I came back into house, it was raining harder and harder. I tried very hard to close the window. Then I heard a loudly crashing(碰撞的) sound from the back of the house. When I ran out to find that a big tree had fallen down and broke the top of the back room.

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2

I have been planning to join in our college basketball team next year, so now I am spending as more time as I can with other people who likes to play. They are teaching me the most important rules and technologies of the game, and I am getting the better all the time. We have a neighborhood team that play against other teams in the area. One of my neighbors is helping rest of us improved our skills. Tonight we are playing against one of the best teams in the city, and I think we can beat them if we won't make any mistakes.

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3

Fang Tong is 34 years old, an actor, director and teacher of Beijing Opera Theatre. Most of his students are from other part of China and have come to Beijing at a very young age of sixteen or seventeen. He hopes create an environment for his students that it is much more relaxing than the one he used to study in. He thought that an actor should relax himself when performing. Yet his students deep respect him and he never needs to raise his voice in order to be hearing. For his opinion, actors should go on even when they feel they have made a mistake in their performances because the moment is already gone but people can never be back to it. . . So art is always changing and developing.

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4

Today is Sunday, I have been studying all day long. On the morning, I had a dry breakfast. We have no water to drink because the water supply cut off. The water had come back in the evening. I did math then. I didn't stop after 12 o'clock. After a short lunch I had the break. Then I went to my Sunday English Class. After a long and tired class for more than two hours, I got to home. Some work had been done but some hadn't. I must review all my subject such as the Sciences, the Humanities, which include Chinese, English, Politics and History as

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well. That's terribly! Especially when there was no water.

10. \_\_\_\_\_

5

I was recent told that listening to loud music is gradually making people hard of hearing. I'm sure it has already been happened to my neighbor. For years she has turned a deaf ear to my requests to turn her radio down. When she gave a party she isn't have to invite the rest of the street. Everyone can dance in her music in his own room. Now a scientist has discovered a certain electronic sounds have strange effects on rats. He declares they break down, almost paralyze(瘫) with legs trembled. Then it is simply a matter of throwing them out by their tail. I wonder if the same thing will happen to my neighbor someday.

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6

Dear Ralph,

I'm a senior student. I have be in love with a boy for three years. But he is a shy boy, so I wrote him a letter firstly to express my feeling. And he wrote back. In his letter he said, "We are students. Our task is study. Let us wait to see until we have any chance after graduation." So after graduation I telephoned to him, asking him about go out . But he said he didn't want to. He just wanted to sleep and watched TV.

What do you think I should do? Do you think I should continue to love him and give up?

Sheila

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7

Before leaving the class, the teacher, Miss White, said to her class, "Don't leave your seats. Read your books on yourselves. You would study hard and be good students. " As soon as the teacher went away, the classroom becoming noisy. One boy drew a picture of the teacher on the blackboard. Another boy began to make face just to make the other students to laugh. The boy put his finger close to his mouth and tell the class that Miss White is coming back. All the students sat down their seats and the classroom became quiet again. The door open and in came Miss White.

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8

Once there lived a boy was very fond of reading. But he was so poor to buy any books. So he had to borrow them from a rich man lived far away. The boy always tried hard to finish read the books and returned them to the owner within the giving time. So the rich man was ready lending him any of the books he wanted them. In this way he read a lot and late became a well-known writer of his time.

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9. \_\_\_\_\_

However, the rich man's son who didn't like to study remained a man with a little knowledge.

10. \_\_\_\_\_

9

Our four-years-old son came into the house proudly to showed me a caterpillar (毛毛虫) that was crawling up his arm. Trying hard to hiding my nauseating feeling (掩饰我的恶心), I said, "Mark, why don't you take them back outside Its mother will be looking for it, but it will miss its mother. " I was feeling rather pleasing at the way I had handled the situation. And a few minutes later Mark returned back to the house with two caterpillars and said excitedly , "Look, I founded the mother!"

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10. \_\_\_\_\_

10

Like most of my schoolmates, I have neither brothers nor sisters---in any other words, I am an only child. My parents love me dearly of course and will do all they can make sure that I get a good education. They did not want me to do any work at family; they want me to devote all my time to my studies so that I'll get good marks in all my subject. We may be one family and live under a same roof, but we do not seem to get much time to talk about together. It looks as if my parents treat me as a visitor and a guest. Do they really understand their own daughter What things are in other homes, I wonder.

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11

March 22nd , Tuesday , cloudy  
I watch TV until nearly 12 o clock, so I could not go over my lessons. This morning I got up very late that I had to hurry school without breakfast yet I was late of the first class. When I entered the classroom, the maths teacher had to stop explaining an important problem, and all the eyes fixed upon me . My face turned to red. Something even worse happened to me in the English class. The teacher asked me to recite the text, but I could speak nothing but Sorry, as I did not spend any time preparing my lessons. The teacher looked at me with his coldly eyes, I stood at my bench without daring to raise my head. What a terrible day I had! I will never do anything like this.

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12

A king liked to write stories.  
One day, the king showed some his stories with a famous writer. The writer said that these stories were bad. The king get angry with him and sent him to the prison. After one time the king felt pity for the writer and set him freely. When the writer was out prison, again the king showed him

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some stories and asked how he thought them.  
The writer turned into the soldiers and said,  
"Take me back prison. "

8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

### 13

At beginning of term I  
introduced my teacher for my parents.  
Our teacher Mr. Wang asked my parents of my  
summer holiday. To my parents' opinion  
I have a good time with my classmates.  
I told my teacher that I had finished  
homeworks at home. Then I helped  
my father in the farm. We went on  
work by the lights of the tractors .  
Father had only two and three young men  
working for him at harvest time.

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### 14

Time flies as an arrow. I'm already in the second half  
of senior grade 3 before I realized it. It is only a little more  
than three months before I graduate middle school. At  
the present, I'm busy reviewing my lessons in order to  
take the college entrance examination. I hope to go to  
Beijing University, that is one of the best universities not  
only in China but also in the world. I'll try my best to turn  
my dream to reality. Most of my classmates are also  
studying very hard to realize our wishes. I do believe  
everyone will be able to enter a very good university and college

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### 15

A man shot two students died and wounded  
five other at an Australian university on Monday,  
after he was overpowered by classmates of the victims  
(受害者)The two dead were both male of  
Asian-appearance in his early 20s. The others  
have being treated for minor (未成年的) injuries.  
The man, in his mid-30s and of Asian appearance,  
was seized several students in  
classroom at Monash University, Melbourne  
and was late arrested.

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## Appendix 3: Additional Clozes

### Cloze 1 (2009 全国 II)

One of my father's favorite sayings as I was growing up was "Try it!" I couldn't say I didn't like 1, whatever it might be, 2 I tried it. Over the years I've come to 3 how much of my success I owe to my 4 of those words as one of my values. My 5 job was just one I decided to try for a couple of years until I 6 what I want to do as a career (职业). 7 I believed I would work for a few years, get married, stay home and raise a family, so I didn't think the job I took 8 that much. I couldn't have been more 9. I mastered the skills of that beginning level position and I was given the opportunity (机会) to 10 through the company into different 11. I accepted each new opportunity with the 12, "Well, I'll try it; if I don't like it I can always go back to my 13 position." But I was with the same company for the past 28 years, and I've 14 every career change I've made. I've discovered I 15 a large number of different talents (才能) and skills that I never would have thought were within me had it not been for my being 16 trying new opportunities. I've also discovered that if I 17 what I'm doing and work hard at achieving my 18. I will succeed. That's why I'm so 19 to be a part of CareerFables.com. I think 20 has come and I am determined to make it a success.

- |                   |                |                |                |
|-------------------|----------------|----------------|----------------|
| 1. A. everything  | B. something   | C. everybody   | D. somebody    |
| 2. A. until after | B. ever since  | C. so that     | D. long before |
| 3. A. consider    | B. argue       | C. include     | D. realize     |
| 4. A. suggestion  | B. explanation | C. acceptance  | D. discussion  |
| 5. A. hard        | B. best        | C. extra       | D. first       |
| 6. A. determined  | B. examined    | C. experienced | D. introduced  |
| 7. A. Actually    | B. Gradually   | C. Finally     | D. Usually     |
| 8. A. helped      | B. required    | C. expressed   | D. mattered    |
| 9. A. careful     | B. mistaken    | C. interested  | D. prepared    |
| 10. A. look up    | B. take up     | C. move up     | D. put up      |
| 11. A. situations | B. choices     | C. directions  | D. positions   |
| 12. A. thought    | B. reply       | C. action      | D. advice      |
| 13. A. easier     | B. newer       | C. earlier     | D. higher      |
| 14. A. permitted  | B. counted     | C. organized   | D. enjoyed     |
| 15. A. show       | B. possess     | C. need        | D. gather      |
| 16. A. lucky for  | B. slow at     | C. open to     | D. afraid of   |
| 17. A. think of   | B. give away   | C. believe in  | D. turn into   |
| 18. A. business   | B. goal        | C. fortune     | D. growth      |
| 19. A. excited    | B. curious     | C. surprised   | D. helpful     |
| 20. A. dream      | B. time        | C. power       | D. honor       |

### Cloze 2 (2009 四川)

I was successful at my job. I worked very hard, but it 1 me and my family a fabulous (极好的) lifestyle. I'd worked for the same company for twenty years and had worked my way up to department director. 2, one afternoon last May, I was called to the office, and it was 3 explained to me that they were letting me go. I just sat there 4 they talked on and all I could think was, "I've 5." I'd been so well respected; 6 I was of no value.

For six weeks, I was in a very 7 place. I wandered around my house like a zombie (僵尸). I could 8 things needed doing, but would not do anything. My beliefs in looking forward and seeing the positive (积极的) in everything 9 me.

Then, in late June, my youngest son's football team made the city cup final. The year before, he'd been very sad when I 10 the same final, so he was 11 when I told him I'd go. Not only did they win, but the look on his face as he saw me 12 him on was unbelievable. From then on, I spent the summer enjoying my some and their passions (激情). I attended match after match and performances of my elder son's band - I 13 went to another city to watch him play. These moments were so 14. My life had been so much devoted to 15 for so long, and I felt 16 that my sons were happy to welcome me into their world.

17, being unemployed gave me back a sense of purpose - I was someone's mum! I felt a sense of being 18 again. Now I feel more positive about my professional 19 and I'm getting on better with my family than I ever have. Losing my job made me realize just how 20 it is to achieve real balance in life.

- |                     |                |                 |                 |
|---------------------|----------------|-----------------|-----------------|
| 1. A. promised      | B. afforded    | C. showed       | D. left         |
| 2. A. Therefore     | B. Anyhow      | C. Otherwise    | D. However      |
| 3. A. quickly       | B. gently      | C. partly       | D. easily       |
| 4. A. until         | B. after       | C. as           | D. so           |
| 5. A. failed        | B. finished    | C. tried        | D. changed      |
| 6. A. suddenly      | B. finally     | C. immediately  | D. shortly      |
| 7. A. secret        | B. quiet       | C. lonely       | D. dark         |
| 8. A. see           | B. get         | C. suggest      | D. understand   |
| 9. A. defended      | B. directed    | C. deserted     | D. disturbed    |
| 10. A. watched      | B. missed      | C. lost         | D. won          |
| 11. A. disappointed | B. worried     | C. honoured     | D. delighted    |
| 12. A. cheering     | B. taking      | C. leading      | D. passing      |
| 13. A. just         | B. even        | C. still        | D. almost       |
| 14. A. hopeful      | B. meaningful  | C. difficult    | D. strange      |
| 15. A. work         | B. family      | C. matches      | D. performances |
| 16. A. successful   | B. thoughtful  | C. thankful     | D. peaceful     |
| 17. A. Naturally    | B. Doubtfully  | C. Disagreeably | D. Unexpectedly |
| 18. A. employed     | B. comforted   | C. valued       | D. encouraged   |
| 19. A. education    | B. experience  | C. relationship | D. future       |
| 20. A. important    | B. interesting | C. simple       | D. surprising   |

### Cloze 3 (2008 全国 II)

From the time each of my children started school, I packed their lunches. And in each lunch, I 1 a note. Often written on a napkin (餐巾), it might be a thank-you for a 2 moment, a reminder of something we were happily expecting, or a bit of 3 for the coming test or sporting event.

In early grade school they 4 their notes. But as children grow older they becomes self-conscious (有自我意识的), and 5 he reached high school, my older son, Marc, informed me he no longer 6 my daily notes. Telling him that he no longer needed to 7 them but I still needed to write them, I 8 until the day he graduated.

Six years after high school graduation, Marc called and asked if he could move 9 for a couple of months. He had spent those years well, graduating from college, 10 two internship (实习) in Washington, D.C., and 11, becoming a technical assistant in Sacramento, 12 short vacation visits, however, he had lived away from home. With his younger sister leaving for college, I was 13 happy to have Marc back. Since I was 14 making lunch for his younger brother, I 15 one for Marc, too. Imagine my 16 when I got a call from my 24-year-old son, 17 his lunch.

"Did I do something 18? Don't you love me 19, Mom?" were just a few of the questions he threw at me as I 20 asked him what was wrong.

“My note, Mom,” he answered. “Where’s my note?”

- |                      |                   |                 |                   |
|----------------------|-------------------|-----------------|-------------------|
| 1. A. carried        | B. found          | C. included     | D. held           |
| 2. A. difficult      | B. special        | C. comfortable  | D. separate       |
| 3. A. congratulation | B. improvement    | C. explanation  | D. encouragement  |
| 4. A. loved          | B. answered       | C. wrote        | D. examined       |
| 5. A. lately         | B. by the way     | C. by the time  | D. gradually      |
| 6. A. received       | B. understood     | C. enjoyed      | D. collected      |
| 7. A. copy           | B. read           | C. take         | D. send           |
| 8. A. held up        | B. gave up        | C. followed     | D. continued      |
| 9. A. out            | B. home           | C. to college   | D. to Sacramento  |
| 10. A. organizing    | B. planning       | C. comparing    | D. completing     |
| 11. A. hopefully     | B. finally        | C. particularly | D. certainly      |
| 12. A. Because of    | B. Instead of     | C. Except for   | D. As for         |
| 13. A. especially    | B. immediately    | C. equally      | D. generally      |
| 14. A. once          | B. again          | C. still        | D. even           |
| 15. A. packed        | B. fetched        | C. bought       | D. filled         |
| 16. A. fear          | B. surprise       | C. anger        | D. disappointment |
| 17. A. waiting for   | B. worrying about | C. caring for   | D. asking about   |
| 18. A. wrong         | B. funny          | C. strange      | D. smart          |
| 19. A. any more      | B. enough         | C. once more    | D. better         |
| 20. A. interestingly | B. bitterly       | C. politely     | D. laughingly     |

## Cloze 4 (2010 陕西)

I used to live selfishly, I should admit. But one moment changed me.

I was on my lunch break and had 1 the office to get something to eat. On the way, I 2 a busker (街头艺人) with a hat in front of him. I had some 3 in my pocket, but I would not give them to him, thinking to myself he would 4 use the money to feed his addiction to drugs or alcohol. He 5 like that type - young and ragged. 6 what was I going to spend the money on? Only to feed my addiction to Coca-Cola or chocolate! I then 7 I had no right to place myself above 8 just because he was busking.

I 9 and dropped all the coins into his 10, and he smiled at me. I watched for a while. As 11 as it sounds, I expected something more to come from that moment - a feeling of 12 or satisfaction, for example.

But nothing happened. 13, I walked off. “It proved to be a waste of 14,” I thought.

On my way home at the end of the 15, I saw the busker again and he was 16. I watched him pick up the hat and walk 17 a cafe counter. There he poured the 18 contents into a tin collecting 19 an earthquake fund-raising event. He was busking for charity!

Now I donate any 20 I have to charity tins and enjoy the feeling of giving.

- |                  |             |              |             |
|------------------|-------------|--------------|-------------|
| 1. A. left       | B. cleaned  | C. prepared  | D. searched |
| 2. A. led        | B. chose    | C. saw       | D. fooled   |
| 3. A. chocolates | B. coins    | C. tins      | D. drugs    |
| 4. A. almost     | B. only     | C. rather    | D. still    |
| 5. A. acted      | B. looked   | C. sounded   | D. smelt    |
| 6. A. Though     | B. For      | C. Therefore | D. But      |
| 7. A. declared   | B. realized | C. expected  | D. guessed  |
| 8. A. it         | B. all      | C. him       | D. them     |
| 9. A. waited     | B. followed | C. stopped   | D. arrived  |
| 10. A. rag       | B. hat      | C. pocket    | D. counter  |
| 11. A. selfish   | B. awkward  | C. innocent  | D. special  |
| 12. A. happiness | B. sadness  | C. love      | D. hate     |

- |                       |                  |                   |                |
|-----------------------|------------------|-------------------|----------------|
| 13. A. Disappointedly | B. Unfortunately | C. Coincidentally | D. Comfortably |
| 14. A. words          | B. effort        | C. space          | D. money       |
| 15. A. moment         | B. day           | C. break          | D. event       |
| 16. A. walking around | B. passing by    | C. packing up     | D. running off |
| 17. A. around         | B. in            | C. behind         | D. to          |
| 18. A. chief          | B. basic         | C. actual         | D. total       |
| 19. A. by             | B. for           | C. on             | D. with        |
| 20. A. work           | B. time          | C. energy         | D. change      |

## Cloze 5 (2011 北京)

I used to hate being called upon in class mainly because I didn't like attention drawn to myself. And 1 otherwise assigned (指定) a seat by the teacher. I always 2 to sit at the back of the classroom.

All this 3 after I joined a sports team. It began when a teacher suggested I try out for the basketball team. At first I thought it was a crazy 4 because I didn't have a good sense of balance, nor did I have the 5 to keep pace with the others on the team and they would tease me. But for the teacher who kept insisting on my '6 for it', I wouldn't have decided to give it a try.

Getting up the courage to go the tryouts was only the 7 of it! When I first started 8 the practice sessions, I didn't even know the rules of the game, much 9 what I was doing. Sometimes I'd get 10 and take a shot at a wrong direction - which made me feel really stupid. 11, I wasn't the only one "new" at the game, so I decided to 12 on learning the game, do my best at each practice session, and not to be too hard on myself for the things I didn't 13 "just yet".

I practiced and practiced. Soon I knew the 14 and the "moves". Being part of a team was fun and motivating. Very soon the competitive 15 in me was winning over my lack of confidence. With time, I learned how to play and make friends in the 16 - friends who respected my efforts to work hard and be a team player. I never had so much fun.

With my 17 self-confidence comes more praise from teachers and classmates. I have gone from "18" in the back of the classroom and not wanting to call attention to myself, 19 raising my hand - even when I sometimes wasn't 100 percent 20 I had the right answer. Now I have more self-confidence in myself.

- |                      |                |                |               |
|----------------------|----------------|----------------|---------------|
| 1. A. as             | B. until       | C. unless      | D. though     |
| 2. A. hoped          | B. agreed      | C. meant       | D. chose      |
| 3. A. continued      | B. changed     | C. settled     | D. started    |
| 4. A. idea           | B. plan        | C. belief      | D. saying     |
| 5. A. right          | B. chance      | C. ability     | D. patience   |
| 6. A. going          | B. looking     | C. cheering    | D. applying   |
| 7. A. point          | B. half        | C. rest        | D. basis      |
| 8. A. enjoying       | B. preparing   | C. attending   | D. watching   |
| 9. A. less           | B. later       | C. worse       | D. further    |
| 10. A. committed     | B. motivated   | C. embarrassed | D. confused   |
| 11. A. Interestingly | B. Fortunately | C. Obviously   | D. Hopefully  |
| 12. focus            | B. act         | C. rely        | D. try        |
| 13. A. want          | B. do          | C. support     | D. know       |
| 14. A. steps         | B. orders      | C. rules       | D. games      |
| 15. A. role          | B. part        | C. mind        | D. value      |
| 16. A. process       | B. operation   | C. movement    | D. situation  |
| 17. A. expressed     | B. improved    | C. preserved   | D. recognized |
| 18. A. dreaming      | B. playing     | C. relaxing    | D. hiding     |
| 19. A. by            | B. for         | C. with        | D. to         |
| 20. A. lucky         | B. happy       | C. sure        | D. satisfied  |

## Cloze 6 (2011 天津)

### A Love Note To My Mom

When I was a little girl, I would often accompany you as you modeled for fashion photographers. It was years later that I finally understood what role modeling 1 in your life. Little did I know you were 2 every penny you earned to go to 3 school.

I cannot thank you enough for 4 you told me one autumn afternoon when I was nine. After finishing my homework, I wandered into the dining where you were buried 5 piles of law books. I was 6. Why were you doing what I do - memorizing textbooks and studying for 7? When you said you were in law school, I was more puzzled. I didn't know Moms 8 be lawyers too. You smiled and said, "In life, you can do anything you want to do."

As young as I was, that statement kept 9 in my ears. I watched as you faced the 10 of completing your studies, starting companies with Dad, while still being a 11 and a Mom of five kids. I was exhausted just watching you 12. With your words of wisdom in my 13 mind, I suddenly felt unlimited freedom to dream. My whole world 14. I set out to live my life filled with 15, seeing endless possibilities for personal and professional achievements.

Your words became my motto. I 16 found myself in the unique position of being either the first (woman doctor in Maryland Rotary) 17 one of the few women (chief medical reporters) in my field. I gained strength every time I said, "Yes, I'll try that."

Encouraged by your 18, I have forged ahead (毅然前行) with my life's journey, less afraid to make mistakes, and 19 meeting each challenge. You did it, and now I'm 20 it. Sorry, got to run. So much to do, so many dreams to live.

- |                    |                |               |                 |
|--------------------|----------------|---------------|-----------------|
| 1. A. found        | B. play        | C. kept       | D. provided     |
| 2. A. saving       | B. making      | C. donating   | D. receiving    |
| 3. A. business     | B. fashion     | C. law        | D. medical      |
| 4. A. what         | B. that        | C. which      | D. where        |
| 5. A. at           | B. to          | C. upon       | D. under        |
| 6. A. amused       | B. worried     | C. puzzled    | D. disappointed |
| 7. A. role         | B. tests       | C. positions  | D. shows        |
| 8. A. must         | B. ought to    | C. need       | D. could        |
| 9. A. ringing      | B. blowing     | C. falling    | D. beating      |
| 10. A. choices     | B. chances     | C. challenges | D. changes      |
| 11. A. professor   | B. doctor      | C. reporter   | D. model        |
| 12. A. in danger   | B. in action   | C. in trouble | D. in charge    |
| 13. A. weak        | B. powerful    | C. youthful   | D. empty        |
| 14. A. came back   | B. closed down | C. went by    | D. opened up    |
| 15. A. hope        | B. hardship    | C. harmony    | D. sadness      |
| 16. A. constantly  | B. shortly     | C. hardly     | D. nearly       |
| 17. A. and         | B. but         | C. or         | D. for          |
| 18. A. description | B. statement   | C. praise     | D. introduction |
| 19. A. secretly    | B. curiously   | C. carelessly | D. eagerly      |
| 20. A. doing       | B. considering | C. correcting | D. reading      |

## Appendix 4: Additional Test Readings

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### Test Reading 1 (2010 全国 I)

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Science can't explain the power of pets, but many studies have shown that the company of pets can help lower blood pressure ( 血压 ) and raise chances of recovering from a heart attack, reduce loneliness and spread all-round good cheer.

Any owner will tell you how much joy a pet brings. For some, an animal provides more comfort than a husband/wife. A 2002 study by Karen Allen of the State University of New York measured stress ( 紧张 ) levels and blood pressure in people - half of them pet owners - while they performed 5 minutes of mental arithmetic ( 算术 ) or held a hand in ice water. Subjects completed the tasks alone, with a husband/wife, a close friend or with a pet. People with pets did it best. Those tested with their animal friends had smaller change in blood pressure and returned most quick to base line heart rates. With pets in the room, people also made fewer math mistakes than when doing in front of other companions. It seems people feel more relaxed ( 放松 ) around pets, says Allen, who thinks it may be because pets don't judge.

A study reported last fall suggests that having a pet dog not only raises your spirits but may also have an effect on your eating habits. Researchers at Northwestern Memorial Hospital spent a year studying 36 fat people and their equally fat dogs on diet-and-exercise programs; a separate group of 56 people without pets were put on a diet program. On average, people lost about 11 pounds, or 5% of their body weight. Dog owners didn't lose any more weight than those without dogs but, say researchers, got more exercise overall - mostly with their dogs - and found it worth doing.

1. What does the text mainly discuss?

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| A. What pets bring to their owners.   | B. How pets help people calm down.  |
| C. People's opinions of keeping pets. | D. Pet's value in medical research. |

2. We learn from the text that a person with heart disease has a better chance of getting well if \_\_\_\_.

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| A. he has a pet companion          | B. he has less stress of work        |
| C. he often does mental arithmetic | D. he is taken care of by his family |

3. According to Allen, why did the people do better with pets around when facing stressful tasks?

- |                                    |                                |
|------------------------------------|--------------------------------|
| A. They have lower blood pressure. | B. They become more patient.   |
| C. They are less nervous.          | D. They are in higher spirits. |

4. The research mentioned in the last paragraph reports that \_\_\_\_.

- |  |
|--|
| A. people with dogs did more exercise              |
| B. dogs lost the same weight as people did         |
| C. dogs liked exercise much more than people       |
| D. people without dogs found the program unhelpful |

### Test Reading 2 (2010 四川)

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Boiler rooms are often dirty and steamy, but this one is clean and cool. Fox Point is a very new 47-unit living building in South Bronx, one of the city's poorest areas. Two-thirds of the people living there are formerly ( 以前 ) homeless people, whose rent is paid by the government. The rest are low-income families. The boiler room has special equipment, which produces energy for electricity and heat. It reuses heat that would otherwise be lost to the air, reducing carbon emissions ( 碳排放 ) while also cutting costs.

Fox Point is operated by Palladia, a group that specializes in providing housing and services to needy people. Palladia received support from Enterprise Community Partners (ECP), which helps build affordable housing by providing support to housing developers.

ECP has created national standards for healthy, environmentally (环境方面) clever and affordable homes which are called, the Green Communities Standards. These standards include water keeping, energy saving and the use of environmentally friendly building materials. Meeting the standards increases housing construction costs by 2%, which is rapidly paid back by lower running costs. Even the positioning of a window to get most daylight can help save energy.

Michael Bloomberg, New York's mayor, plans to create 165,000 affordable housing units for 500,000 New Yorkers. Almost 80% of New York City's greenhouse-gas emissions come from buildings, and 40% of those are caused, by housing. . So he recently announced that the city's Department of Housing and Preservation and Development (DHPD), whose duty is to develop and keep the city's supply of affordable housing, will require all its new projects to follow ECP's green standards.

Similar measures have been taken by other cities such as Cleveland and Denver, but New York's DHPD is the largest city developer of affordable housing in the country.

1. What is the purpose of describing the boiler room in the first paragraph?
  - A. To explain the measures the city takes to care for poor people.
  - B. To suggest that affordable housing is possible in all areas.
  - C. To show how the environment-friendly building works.
  - D. To compare old and new boiler rooms.
2. What is an advantage of the buildings meeting the Green Communities Standards?
  - A. Lower running costs.
  - B. Costing less in construction.
  - C. Less air to be lost in hot days.
  - D. Better prices for homeless people.
3. It can be learned from the text that,
  - A. New York City is seriously polluted
  - B. people's daily life causes many carbon emissions in New York City
  - C. a great number of people in New York City don't have houses to live in
  - D. some other cities have developed more affordable housing than New York City
4. What is the main purpose of this text?
  - A. To call on people to pay more attention to housing problems.
  - B. To prove that some standards are needed for affordable housing.
  - C. To ask society to help homeless people and low-income families.
  - D. To introduce healthy, environmentally clever-and affordable housing.

### Test Reading 3 (2007 全国 III)

---

Today about 70 countries use Daylight Saving Time (DST). Daylight Saving was first introduced during World War I in Australia. During the world wars, DST was used for the late summers beginning January 1917 and 1942, and the full summers beginning September 1942 and 1943.

In 1967, Tasmania experienced a drought (干旱). The State Government introduced one hour of daylight saving that summer as a way of saving power and water. Tasmanians liked the idea of daylight saving and the Tasmanian Government has declared daylight saving each summer since 1968. Persuaded by the Tasmanian Government, all states except two passed a law in 1971, for a test use of daylight saving. In 1972, New South Wales, South Australia and Victoria joined Tasmania for regular daylight saving, but Queensland did not do so until 1989.

Tasmania, Queensland and South Australia have had irregular plans, often changing their dates due to politics or festivals (节日). For example, in 1992, Tasmania extended (延长) daylight saving by an extra month while South Australia began extending daylight saving by two weeks for the Adelaide Festival. Special daylight saving plans were made during the Sydney 2000 Olympic Games.

The differences in daylight saving in Australia continue to cause serious problems in transport and many other social activities. It also reduces the number of hours in the working day



- A. at a train station  
C. from a driver's safety guide
- B. from a news report  
D. from the police inquiry

## Test Reading 5 (2010 北京海淀二模)

### Summer Holiday Fun 2010!

The summer holidays are upon us again! Here is our guide to summer holiday fun in Peterborough!

#### Peterborough Museum

The Age of the Dinosaurs' is the museum's main attraction this summer. Get up close to prehistoric creatures via some great hands—on exhibits! Watch out for monsters lurking around every ember! The museum is open from 10:00am to 5:00pm Monday to Saturday, and from 12:00pm to 4:00 pm on Sundays in August.

Call 01733 864663 for details

#### Saxon Youth Club

School holiday fun: Young people aged 13—19 will be able to produce their own music, compete in spots activities, or try their hand at cooking at Saxon Youth Club, Saxon Community Centre, Norman Road, Peterborough every Monday and Wednesday from 3:00pm. PLUS an aero ball tournament will take place on Thursday 12th August between 3: 30pm and 6: 30pm.

Call 01 353 720274 for details

#### Houghton Mill

Alice through the Looking Glass—a new production of the family favorite on Monday 30<sup>th</sup> August. Bring rugs or chairs to sit on and a picnic if you wish to eat during the play. Gates open 5:30pm, performance 6: 30pm—8:30pm. Tea room will be open until end of the interval. Adult £ 10. Child £ 7. Family £ 20.

Booking advisable on 0845 4505157.

#### Farmland Museum and Denny Abbey

Farmland Gaines: From Wellie Wanging to Pretend Ploughing matches, come and join the Farmland Team. Collect your sporting stickers and create a colorful rosette that is fit for a winner! No need to book, just turn up between 12:00pm and 4:00pm on Thursday, 19th August, suitable for children aged four and above, each child should be accompanied by an adult and all activities are included in the normal admission price. Tickets Cost £ 7 per child.

For further information, call 01223 810080

- If you are interested in cooking, you can go to \_\_\_\_\_.  
A. Peterborough Museum      B. Houghton Mill  
C. Saxon Youth Club      D. Farmland Museum
- You want to watch the new play with your parents, so it will cost you \_\_\_\_\_.  
A. £ 7      B. £ 17      C. £ 27      D. £ 20
- Which of the following activities needs parents' company?  
A. Playing farmland games      B. Watching a new play  
C. Competing in spots activities.      D. Visiting the dinosaur exhibition
- If Tom comes to Peterborough for amusement on August 19, he will have \_\_\_\_ activities to choose from for himself.  
A. one activity      B. two activities      C. three activities      D. four activities

## Test Reading 6 (2011 河北唐山二模)

My Love,

It is with the fondest regards that I am writing this letter. When I think of you, my heart skips a beat and my knees grow weak. I need you. I want you. I long for you.

We've shared moments of real joy when I've given myself to you. In the kitchen. On the couch. In my bedroom.

But my family and friends are starting to get worried. You've changed me. I do not like the person I see in the mirror. I've stopped going to the beach because I want you with me at all times and you can't stand the heat. I no longer enjoy shopping with my girlfriends because I can see you on every inch of my body and so can they. I cannot hide my love affair with you any more because it is written all over my face. And my arms. And my legs. And my abdomen (腹部).

Being with you has been great. The satisfaction I get from one night with you is unlike any other. Although, the regret and disappointment I now experience in the morning is increasing.

I am writing this letter to you because I know that I am not strong enough to see you again. You are harmful and bad for me. I need a clean break. I cannot see you any more no matter how hard you try to win me back. I know you are everywhere but I will be strong. Your inviting smell can no longer attract me. Your ability to know exactly what I want when I want it can no longer win me over. This is not going to be easy and I know I am going to miss you more than anything I've ever given up before. But I will be better for it in the end.

So, I am writing to you with passion (激情), begging you to stay out of my life. We've had fun together but it's time I got over you. Goodbye, my love. Goodbye, chocolate.

1. Why has the author stopped going to the beach?

- A. Because she can't stand the heat on the beach.
- B. Because her family and friends may get worried.
- C. Because she no longer enjoys going out with her friends.
- D. Because it's not a suitable place for carrying chocolate.

2. What does the underlined sentence "I need a clean break" probably mean?

- A. It's time for me to break the mirror.
- B. It's time for me to stop eating chocolate.
- C. I need to eat chocolate in a clean place.
- D. I need to go out to enjoy a good holiday.

3. From the letter we can infer that \_\_\_\_\_.

- A. the author has been getting fatter and weaker
- B. the author has broken up with her girlfriends
- C. the author sometimes suffers from heart troubles
- D. the author will soon go abroad on vacation

4. By writing the letter the author intends \_\_\_\_\_.

- A. to say goodbye to her lover
- B. to tell us a moving love story
- C. to show her love of chocolate
- D. to give up eating her favorite food

## Test Reading 7 (2011 江苏)

We know the famous ones—the Thomas Edisons and the Alexander Graham Bells—but what about the less famous inventors? What about the people who invented the traffic light and the windshield wiper (雨刮器)? Shouldn't we know who they are?

Joan Mclean thinks so. In fact, Mclean, a professor of physics at Mountain University in Range, feels so strongly about this matter that she's developed a course on the topic. In addition to learning "who" invented "what", however, Mclean also likes her students to learn the answers to the "why" and "how" questions. According to Mclean, "When students learn the answers to these questions, they are better prepared to recognize opportunities for inventing and more motivated to give inventing a try."

So, just what is the story behind the windshield wiper? Well, Mary Anderson came up with the idea in 1902 after a visit to New York City. The day was cold and stormy, but Anderson still wanted to see the sights, so she jumped aboard a streetcar. Noticing that the driver was struggling to see through the snow covering the windshield, she found herself wondering why there couldn't be a built-in device for cleaning the window. Still wondering about this when she returned home to Birmingham, Alabama, Anderson started drafting out solutions. One of her ideas, a lever (操作杆) on the inside of a vehicle that would control an arm on the outside, became the first windshield wiper.

Today we benefit from countless inventions and innovations. It's hard to imagine driving without Garrett A. Morgan's traffic light. It's equally impossible to picture a world without Katherine J. Blodgett's innovation that makes glass invisible. Can you picture life without clear windows and eyeglasses?

1. By mentioning "traffic light" and "windshield wiper", the author indicates that countless inventions are \_\_\_\_.

- A. beneficial, because their inventors are famous
- B. beneficial, though their inventors are less famous
- C. not useful, because their inventors are less famous
- D. not useful, though their inventors are famous

2. Professor Joan McLean's course aims to \_\_\_\_.

- A. add colour and variety to students' campus life
- B. inform students of the windshield wiper's invention
- C. carry out the requirements by Mountain University
- D. prepare students to try their own invention

3. Tommy Lee's invention of the unbreakable umbrella was \_\_\_\_.

- A. not eventually accepted by the umbrella producer
- B. inspired by the story behind the windshield wiper
- C. due to his dream of being caught in a rainstorm
- D. not related to Professor Joan McLean's lectures

4. Which of the following can best serve as the title of this passage?

- A. How to Help Students to Sell Their Inventions to Producers?
- B. How to Design a Built-in Device for Cleaning the Window?
- C. Shouldn't We Know Who Invented the Windshield Wiper?
- D. Shouldn't We Develop Invention Courses in Universities?

## Test Reading 8 (2011 全国 I)

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### Wanted, Someone for a Kiss

We're looking for producers to join us in the second of London 100FM. You'll work on the station's music programmes. Music production experience in radio is necessary, along with rich knowledge of modern dance music. Please apply (申请) in writing to Producer Vacancies, Kiss100.

### Father Christmas

We're looking for a very special person preferably over 40, to fill our Father Christmas suit.

Working days: Every Saturday from November 24 to December 15 and every day from December 17 to December 24 except Sunday, 10:30—16:00

Excellent pay.

Please contact (联系) the Enterprise Shopping Center, Station Parade, Eastbourne.

### Accountants Assistant

When you join the team in our Revenue Administration Unit, you will be providing assistance within all parts of the Revenue Division, dealing with post and other general duties. If you are

educated to GCSE grade C level we would like to talk to you. This position is equally suitable for a school leaver or for somebody who has office experience.  
Wealden District Council

### Software Trainer

If you are aged 24-45 and have experience in teaching and training, you could be the person we are looking for. You should be good at the computer and have some experience in programme writing. You will be allowed to make our decision, and to design courses as well as present them. Pay upwards of £ 15,000 for the right person. Please apply by sending your CV (简历) to Mrs R. Oglivie, Palmace Limited.

1. Who should you get in touch with if you hope to work in a radio station?  
A. Producer Vacancies, Kiss 100. B. Mrs R. Oglivie, Palmace Limited.  
C. The Enterprise Shopping Centre D. Wealden District Council.
2. We learn from the ads that the Enterprise Shopping Centre needs a person who \_\_\_\_\_.  
A. is aged between 24 and 40 B. may do some training work  
C. should deal with general duties D. can work for about a month
3. Which position is open to recent school graduates?  
A. Producer, London Kiss. B. Father Christmas. C. Accountants Assistant D. Software Trainer
4. What kind of person would probably apply to Palmace Limited?  
A. One with GCSE grade C level. B. One with some office experience  
C. One having good computer knowledge D. One trained in producing music programmes

## Test Reading 9 (2011 浙江)

One evening in February 2007, a student named Paula Ceely brought her car to a stop on a remote road in Wales. She got out to open a metal gate that blocked her path. That's when she heard the whistle sounded by the driver of a train. Her Renault Clio was parked across a railway line. Seconds later, she watched the train drag her car almost a kilometre down the railway tracks.

Ceely's near miss made the news because she blamed it on her GPS (导航仪). She had never driven the route before. It was dark and raining heavily. Ceely was relying on her GPS, but it made no mention of the crossing. "I put my complete trust in the device and it led me right into the path of a speeding train," she told the BBC.

Who is to blame here? Rick Stevenson, who tells Ceely's story in his book *When Machines Fail Us*, points the finger at the limitations of technology. We put our faith in digital devices, he says, but our digital helpers are too often not up to the job. They are filled with small problems. And it's not just GPS devices: Stevenson takes us on a tour of digital disasters involving everything from mobile phones to wireless keyboards.

The problem with his argument in the book is that it's not clear why he only focuses on digital technology, while there may be a number of other possible causes. A map-maker might have left the crossing off a paper map. Maybe we should blame Ceely for not paying attention. Perhaps the railway authorities are at fault for poor signalling system. Or maybe someone has studied the relative dangers and worked out that there really is something specific wrong with the GPS equipment. But Stevenson doesn't say.

It's a problem that runs through the book. In a section on cars, Stevenson gives an account of the advanced techniques that criminals use to defeat computer-based locking systems for cars. He offers two independent sets of figures on car theft; both show a small rise in some parts of the country. He says that once again not all new locks have proved reliable. Perhaps, but maybe it's also due to the shortage of policemen on the streets. Or changing social circumstances. Or some combination of these factors.

The game between humans and their smart devices is amusing and complex. It is shaped by economics and psychology and the cultures we live in. Somewhere in the mix of those forces there may be a way for a wiser use of technology.

If there is such a way, it should involve more than just an awareness of the shortcomings of our machines. After all, we have lived with them for thousands of years. They have probably been fooling us for just as long.

1. What did Paula Ceely think was the cause of her accident?
    - A. She was not familiar with the road.
    - B. It was dark and raining heavily then.
    - C. The railway workers failed to give the signal.
    - D. Her GPS device didn't tell her about the crossing.
  2. The phrase "near miss" (Paragraph 2) can best be replaced by \_\_\_\_\_.
    - A. close hit
    - B. heavy loss
    - C. narrow escape
    - D. big mistake
  3. Which of the following would Rick Stevenson most probably agree with?
    - A. Modern technology is what we can't live without.
    - B. Digital technology often falls short of our expectation.
    - C. Digital devices are more reliable than they used to be.
    - D. GPS error is not the only cause for Ceely's accident.
  4. In the writer's opinion, Stevenson's argument is \_\_\_\_\_.
    - A. one-sided
    - B. reasonable
    - C. puzzling
    - D. well-based
  5. What is the real concern of the writer of this article?
    - A. The major causes of traffic accidents and car thefts.
    - B. The relationship between human and technology.
    - C. The shortcomings of digital devices we use.
    - D. The human unawareness of technical problems.
-

## Appendix 5: Additional Test Writings

### Test Writing 1 (2011 全国 I)

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假定你是李华，正在一所英国学校学习暑期课程，遇到一些困难，希望得到学校辅导中心（Learning Centre）的帮助。根据学校规定，你需书面预约，请按下列要点写一封信：

1. 本人简介；
2. 求助内容；
3. 约定时间；
4. 你的联系方式（Email:lihua@1236.com;Phone:12345678）。

注意：1. 词数 100 左右；  
2. 可以适当增加细节，以使行文连贯；  
3. 结束语以为你写好。

### Test Writing 2 (2011 四川)

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最近，某中学生英文报开设了“After-class Activities”的栏目。请你根据以下提示，为该栏目写一篇英文稿件，并鼓励同学们积极参加课外活动。

1. 你校开展课外活动的情况；
2. 你参加过的课外活动及给你带来的益处；
3. 为同学选择课外活动提出建议；
4. 为学校开展课外活动提出建议。

注意：  
1. 词数 100 左右；  
2. 文中不得提及人名、校名及地名；  
3. 稿件的开头已为你写好（不计入总词数）。

### Test Writing 3 (2011 山东)

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假设你是李华，你的美国朋友 Tom 上个月来到美国学习。七月份你将去北京参加暑期中学生英语演讲比赛（speech contest），你在资料搜集、语言运用等方面遇到了困难。请根据以下要点给 Tom 写一封电子邮件：

1. 询问 Tom 的生活和学习情况；
2. 谈谈你的困难并请 Tom 帮忙；
3. 告诉 Tom 你打算赛后去看他。

注意：1. 词数 120-150；  
2. 可适当增加细节，以使行文连贯。

### Test Writing 4 (2011 天津)

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假设你是晨光中学学生会主席李华。你校将于 6 月 26 日接待来自美国某中学的学生访问团。你受学校委托，负责安排其在天津的一日活动。请根据以下提示，用英语给该团的领队 Smith 先生写一封电子邮件，介绍活动计划并简要说明理由，最后征求对方意见。

- ☐ 上午与我校学生座谈会（话题如校园生活、文化差异等）；
- ☐ 中午与我校学生共同进餐（午餐包括饺子、面条等）；
- ☐ 下午与我校学生游览海河。

注意:

1. 词数不少于 100;
2. 可适当加入细节, 以使内容充实、行文连贯;
3. 信的开头和结尾已给出, 不计入总词数。

参考词汇: 海河 the Haihe River

## Test Writing 5 (2011 浙江)

假设你是高中生李越, 有感于校园中存在的随意涂写 (to scribble) 的行为和乱丢垃圾 (to litter) 的行为, 请用英语给校长写一封 100-120 个词的信。信中应包括以下内容:

1. 说明写信的目的;
2. 对这些行为进行批评;
3. 提出建议。

注意: 信的开头、落款及信的第一句已给出 (不计词数)。

## Test Writing 6 (2011 陕西)

假定你是中学生李华。在一位名叫 TigerMom 的学生家长的博客上, 你看到如下内容。请你根据博客内容、写作要点和要求, 给这位家长回复。

I'm the mother of a fourteen-year-old. I have a rule for my daughter: be among the top 5 students or get punished in one way or another. She has been doing very well in school, but some friends of mine keep telling me that I put too much pressure on her. Am I wrong?

写作要点:

1. 表明自己的看法
2. 陈述自己的理由 (可举例说明);
3. 提出至少两条建议。

要求:

1. 短文需写在答题卡的指定区域。
2. 短文词数不少于 100 (不含已写好的部分)。
3. 内容充实, 结构完整, 语义连贯。
4. 书写须清晰工整

Hi, TigerMom,

What puzzles you is actually a puzzle for many parents in China. My idea is \_\_\_\_\_

## Test Writing 7 (2011 北京)

假设你是红星中学高二(1)班的学生李华, 利用上周末的时间帮助祖父母安排了去北戴河的旅行。请根据以下四幅图的先后顺序, 写一篇英文周记, 叙述你从准备到送行的全过程。

注意: 1. 周记的开头已为你写好。

2. 词数不少于 60。

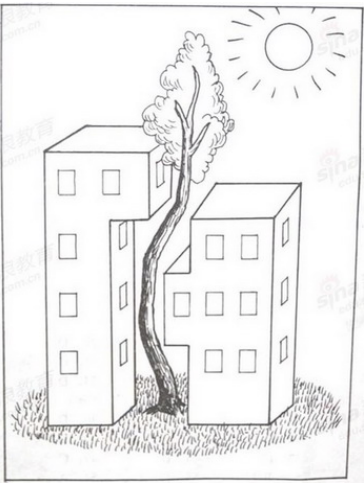


Last weekend, I helped my grandparents prepare their trip to Beidaihe. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

请根据下面提示，写一篇短文。词数不少于 50。  
In your spoken English class, your teacher shows you the following picture. You are asked to describe the picture and explain how you understand it.



Test Writing 8 (2010 江苏)

假设你应邀参加学校组织的“英语学习师生座谈会”，请你根据下表所提示的信息，用英语写一篇发言稿，简单介绍自己英语学习的情况，并对学校今后的英语教学提出建议。

自己英语学习的情况	1、英语学习的目的；
	2、英语学习的方法；
	3、课外自学的途径；
	.....
对学校英语教学的建议	（请考生根据自己的经历和感想，提出两至三点建议。）

- 注意： 1、对所给要点逐一陈述，适当发挥，不要简单翻译。  
2、词数 150 左右。开头和结尾已经写好，不计入总词数。  
3、文中不得提及考生所在学校和本人姓名。

Dear teachers and schoolmates, it's a great pleasure for me to be here today and share my experience of learning English with you. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Test Writing 9 (2007 四川)

假设你是李华，你的英国笔友最近来信，询问你高考后的暑期安排。请你根据以下要点，用英语回一封信，说明你的，并简述理由。

1. 休息 2. 读书 3. 陪伴父母 4. 参加社会活动

注意：1. 词数 100 左右，信的开头和结尾已写好（不计入总词数）

2. 可根据内容要点适当增加细节，以使行文连贯。

3. 参考词汇：高考---college entrance examination

社会活动--- social activities

Dear Henry,

I'm glad to receive your letter. \_\_\_\_\_

Best wishes!

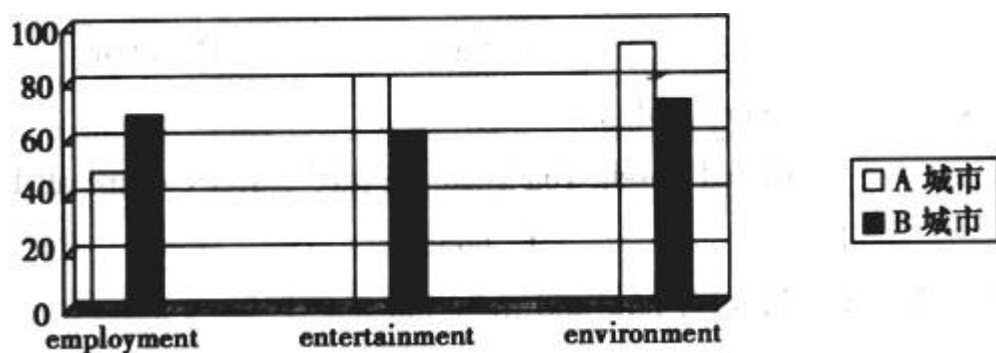
Li Hua

## Test Reading 10 (2011 石家庄二模)

假设你叫李华，你的美国笔友 Johnson 想和家人来中国定居，请你帮他在 A、B 两个城市中做出选择。下面的图表是对这两座城市在就业、娱乐和环境等方面所作的对比。请你根据该表提供的信息用英语给他写封电子邮件，提出你的建议并说明理由。

注意：1. 图表左边的数字说明人们对这两个城市的喜爱程度。

2. 词数 120 左右。短文开头和结尾已为你写好，不计入总词数。



Dear Johnson,

I'm so glad to learn that you and your family are coming to settle down in China. \_\_\_\_\_

Yours,

Li Hua

## Appendix 6: Verb Tenses Overview

Verb Tense	When do we use?	Examples
Simple present	Actions/situations not connected to time, such as repeated or usual action (+ every day, usually, never, always, etc.) or facts.	They usually walk to school every day. The sky is blue.
Present Continuous (Progressive)	Something that is happening now or in a longer, extended now (this month, this week, this year)	I am watching TV now. They are studying at university this year.
Present Perfect	1. Something that happened in the past but not at one specific time (we don't know when). (+ never/ever/yet/already/just) 2. Something that started in the past and continues to the present, often with "since" and "for".	They have been to Beijing. We haven't seen that movie.  He has taught English for two years.
Present Perfect Continuous (progressive)	Something that started in the past and is still continuing now.	I have been waiting for my girlfriend since 2:00!
Simple past	Something that happened in the past and is now finished (+ in/on/at [time], ago)	She walked to school yesterday. I ate a hamburger on Tuesday.
Past Continuous (Progressive)	Something that was happening continuously at one specific time in the past (the "now" of the past; 当时). Often used with the simple past for something that was interrupted (stopped) by another time/action.	At 6:00 last night, I was eating dinner. They were walking down the road when a bear came out of the trees and ran towards them.
Past Perfect	Something that finished before another action/time in the past.	Before last week I had never been to Labrang. By the time I arrived at the restaurant, the others had finished eating.
Past Perfect Continuous (progressive)	Something that started in the past and continued to another time in the past (for this other time, use the simple past)	They had been walking for hours by the time they arrived at the village. They had been dating for years before they broke up.
Simple future	Something that will happen at a time in the future. Use "will" or "be going to".	They will go to Australia next year. We are going to walk to the monastery tomorrow.
Future continuous (progressive)	Something that will be happening continuously at one specific time in the future.	Tonight at 6:00, I'm going to be watching TV at home. I will be working all day tomorrow, so I can't meet with you.
Future Perfect	Something that has already finished	You're so late that by the time

	by/before a certain time in the future; a completed action in the future – somewhat like the simple past of the future (+when/by the time + simple present).	you arrive, they will have finished dinner. By next August, the students will have graduated from school.
Future Perfect Continuous (progressive)	Something that will be continuing to happen at a certain time in the future (+when/by the time + simple present).	When they reach Dobden, they will have been walking for three days. By January, they will have been dating for six months.
Future-in-the-past	Describes something that was possible in the past but (usually) didn't happen; something planned but not completed. Often used with the simple past.	I was going to eat that hamburger but I decided not to. I thought you would eat that hamburger!

NB: For sentences in the future, only use future tenses in the main clause; for other clauses, use the simple present/present continuous.

NB: Continuous tenses usually can't be used with non-action verbs (especially "have" and "want").

## Appendix 7: Irregular Verbs

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Base form	Simple past	Past Participle
Be	Was/were	Been
Become	Became	Become
Begin	Began	Begun
Blow	Blew	Blown
Break	Broke	Broken
Bring	Brought	Brought
Build	Built	Built
Burst	Burst	Burst
Buy	Bought	Bought
Catch	Caught	Caught
Choose	Chose	Chosen
Come	Came	Come
Cut	Cut	Cut
Deal	Dealt	Dealt
Do	Did	Done
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	Fought	Fought
Find	Found	Found
Fly	Flew	Flown
Forbid	Forbade	Forbidden
Forget	Forgot	Forgotten
Forgive	Forgave	Forgiven
Freeze	Froze	Frozen
Get	Got	Gotten
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Have	Had	Had
Hear	Heard	Heard
Hide	Hid	Hidden
Hold	Held	Held
Hurt	Hurt	Hurt
Keep	Kept	Kept
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led
Leave	Left	Left
Let	Let	Let
Lie	Lay	Lain
Lose	Lost	Lost
Make	Made	Made
Meet	Met	Met

Pay	Paid	Paid
Quit	Quit	Quit
Read	Read	Read
Ride	Rode	Ridden
Run	Ran	Run
Say	Said	Said
See	Saw	Seen
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Shake	Shook	Shaken
Shine	Shone	Shone
Sing	Sang	Sung
Sit	Sat	Sat
Sleep	Slept	Slept
Speak	Spoke	Spoken
Spend	Spent	Spent
Spring	Sprang	Sprung
Stand	Stood	Stood
Steal	Stole	Stolen
swim	Swam	Swum
Swing	Swung	Swung
Take	Took	Taken
Teach	Taught	Taught
Tear	Tore	Torn
Tell	Told	Told
Think	Thought	Thought
Throw	Threw	Thrown
Understand	Understood	understood
Wake	Woke	Woken
Wear	Wore	Worn
Win	Won	Won
Write	Wrote	Written

## Appendix 8: Modals and Associated Expressions

Modal 情态词	Usage 使用	Example (English) 例如 (英语)
Can	1. Ability 能力 རུས་པ། 2. Permission 许可, 准许 ཚོག་མཆེན། 3. Polite request 礼貌的要求 བཅི་བཀྱར་ཡོད་པའི་ཆ་རྒྱུ།	1. I can play basketball. 我会打篮球 ངས་ལག་རྩལ་སྤྲོ་ལོ་ ཚེད་ཤིས། 2. You can use my cell phone. 你可以借用我的手机 ཁྱེད་ཀྱིས་ངའི་ལག་འབྲེར་ཁ་པར་བཀོལ་ཆོག། 3. Can I use your phone? 我可以用你的手机吗? ངས་ ཁྱེད་ཀྱི་ལག་འབྲེར་ཁ་པར་བཀོལ་ཆོག་གམ།
Can't	1. inability 不能 མི་སྤྱབ་པ། 2. denied permission 不可以, 不许 མི་ཚོག་པ། 3. Impossibility 不可能 མི་ མིན་པ།	1. I can't play basketball. 我不会打篮球 ངས་ལག་རྩལ་སྤྲོ་ ལོ་ཚེད་མི་ཤིས། 2. You can't use my phone. 你不可以用我的手机 ཁྱེད་ ཀྱིས་ངའི་ལག་འབྲེར་ཁ་པར་བཀོལ་མི་ཆོག། 3. That can't be true! 这不是真的 དེ་དོན་དངོས་མ་རེད།
Could	1. past ability (过去) 能做某 事或拥有某种能力 རུས་བ་ཡོད་ ཚུངས། 2. polite request 礼貌的要求 བཅི་བཀྱར་ཡོད་པའི་ཆ་རྒྱུ། 3. suggestion 建议 བསམ་ འཆར། 4. uncertainty 不一定, 有可能 ངས་བ་མེད་པ།	1. Long ago, I could play tennis. 从前, 我会打网球 སྔ་ཆད། ངས་དྲ་ཕྱག་ཚེད་ཤིས། 2. Could I borrow a camera? 我能借用照相机吗? ངས་ བརྟན་ཆས་ཞིག་གཡར་ན་ཨི་ཆོག། 3. You could ask the teacher for the answer. 你可以直 接问老师答案 དྱིས་ལན་དེ་ཁྱེད་ཀྱིས་དག་ཅན་ལ་དྱིས་ཆོག། 4. Sonam could be at home. 索南可能在家 བསོད་ནམས་ པལ་ཆར་ཡུལ་ན་ཡོད་ཚུ་རེད།
Couldn't	1. past inability (过去) 不能 སྤྱབ་པ། 2. impossibility 不可能 མི་ མིན་པ།	1. I couldn't play tennis when I was young. 小时候, 我 不会打网球 རྒྱུ་དུས་སུ་ངས་དྲ་ཕྱག་ཚེད་མི་ཤིས། 2. He couldn't be at home – I just saw him at school! 他 不可能在家- 我刚刚在学校看到他了! ཁོ་པལ་ཆར་ཡུལ་ ན་ཡོད་མི་མིན། ངས་ད་ཁོ་སྤོ་བ་གྲའི་ནང་དུ་ཡོད་པ་མཐོང་།
Should/ Ought to	1. suggestion 建议 བསམ་ འཆར། 2. near certainty 应该 འོས་པ།	1. You should [ought to] go to the doctor. 你应该去看 医生 ཁྱེད་རང་སྐྱན་པ་སྟོན་དུ་འགོ་དགོས། 2. She should [ought to] pass the test – she's been studying very hard. 她一直在努力地学习, 考试肯定会 及格的 མོས་རྒྱན་དུ་སྟོབ་སྟོབ་ལ་འབད་བཅོན་བྱེད་པས། རྒྱགས་ འཕྲོད་ཁོ་ཐག་ཡིན།
Shouldn't	1. suggestion not to do 建议不去做某事 དོན་དག་ག་གོ་ མ་ཞིག་མི་སྤྱབ་པར་རེ་བ་འདོན་པ། 2. near certainty something	1. You shouldn't [ought not to] smoke – it's bad for your health. 为了你的健康, 你不该抽烟 ཁྱེད་ཀྱི་བདེ་ཐང་ གི་ཆེད་དུ་ཁྱེད་ཀྱིས་དོ་འཐེན་ན་མི་འོས། 2. She shouldn't [ought not to] pass the test; she's

	won't happen 不应该发生 བྱུང་མི་འོས་པ།	been watching TV all week. 他这个星期一直在看电视，考试肯定不及格的 ད་ཐེངས་ཀྱི་གནའ་འདིའི་ནང་དུ་ཁོས་བརྟན་འཕྱིན་ཏག་ཏག་ལ་བཞུགས་པས། ཁོས་རྒྱགས་མི་འཕྲོད་ཁོ་ཐག་རེད།
Must	1. strong need 必需 དེས་བར་དུ། 2. near certainty 应该 འོས་པ།	1. All people must eat food. 所有的人需要吃 མི་ཚང་མས་དེས་བར་དུ་བ་མ་བ་དགོས། 2. She's sick today – she must be in the hospital. 他今天生病了，肯定在医院 མོ་ན་འདུག་པས་དེས་བར་དུ་སྤྲོན་ཁང་འགོ་དགོས།
Mustn't	Prohibition 禁止 མི་བྱང་བ།	We mustn't smoke in school. 我们不能在校园里抽烟 ང་ཚོས་སློབ་གྲའི་ནང་ག་ཏན་ནས་དུ་བ་འཐེན་མི་ཚོག
Have to	Need 必须 དེས་བར་དུ།	I have to go to a meeting 我必须去开会 ང་དེས་བར་དུ་ཚོགས་འདུ་ལ་འགོ་དགོས།
Don't have to	Don't need to 不需要 མི་འོས་པ།	I don't have to go to a meeting. 我不必去开会 ང་ཚོགས་འདུ་ལ་འགོ་མི་དགོས།
Will	1. certainty 一定 དེས་བར་དུ། 2. willingness 愿意 འཐད་པ། 3. polite request 礼貌的要求 བརྩི་བཀྱར་ཡོད་པའི་ཆ་རྒྱུན།	1. I will arrive at 6:00 this evening. 我今天晚上 6:00 来 ང་རང་དགོང་མའི་དུས་ཚད་6:00ལྟེང་ཐོན་རྒྱུ་རེད། 2. The phone's ringing – I will get it 电话铃声了，我去应答 ཁ་པར་ཐོན་ཐལ། ང་སོང་ནས་ཁ་བྱེ། 3. Will you please pass the bread? 你可以把面包拿给我吗？ བྱིད་ཀྱིས་ང་ལ་གོ་རེ་དེ་བྱིན་ཚག་གས།
Won't	1. certainty (something) won't happen 一定不会发生 དེས་བར་དུ་མི་འབྱུང་བ། 2. unwillingness 不愿意 མི་འཐད་པ།	1. I won't arrive today. 我今天不来 ང་དེ་རིང་མི་ཡོང། 2. I won't answer the phone – you get it instead! 我不去接听电话，还是你去吧！ ངས་ཁ་པར་ཁ་མི་འབྱེད། བྱིད་སོང་ནས་བྱེས།
Would	1. polite request 礼貌的要求 བརྩི་བཀྱར་ཡོད་པའི་ཆ་རྒྱུན། 2. preference 比较喜欢，偏爱 འདམ་ད། 3. repeated action in past 过去经常做的行为或行动	1. Would you please pass the tea? 你可以把茶壶给我吗？ བྱིད་ཀྱིས་ང་ལ་ཇ་ཕོར་དེ་བྱིན་ན་ཨོ་ཚོག 2. I would rather eat out than cook 我不想做饭，还是想出去吃。 ངས་བ་མ་ལས་ན་མི་འདོད། སློ་བྱིར་སོང་ནས་བ་ན་འདོད། 3. When I was young, I would visit my grandparents every weekend. 小时候，我每个周末都会去拜访外公外婆 ང་རང་ཆུང་དུས་སུ་གནའ་འཇུག་གི་སྐབས་སུ་རྒྱན་དུ་སློ་བོ་དང་མོ་མ་ལ་འཚམས་འདྲིར་སོང་བ་ཡིན།
Wouldn't	Inadvisability 建议不做某事 དོན་དག་ག་གོ་མོ་ཞིག་མི་སྒྲུབ་པར་རེ་བ་འདོན་པ།	I wouldn't do that if I were you. 如果我是你，我不会这样做 གལ་ཏེ་ང་རང་བྱིད་ཡིན་ཚེ། ངས་དེ་ལྟར་མི་སྒྲུབ།
May	1. polite request 礼貌的要求 བརྩི་བཀྱར་ཡོད་པའི་ཆ་རྒྱུན།	1. May I have a paper? 你可以给我一张纸吗？ བྱིད་ཀྱིས་ང་ལ་ཤོག་བྱ་དེ་བྱིན་ཚག་གས།

	<p>2. formal permission 许可, 准许 མཁན་མཆན་ཐོབ་པ།</p> <p>3. Less than 50% certainty 有可能 མྱོད་པ།</p>	<p>2. You may go to the bathroom. 你可以去上厕所。 ཁྱོད་རང་སྤྱད་ཁང་དུ་སོང་ཆོག།</p> <p>3. She may be at the library. 她有可能在图书馆 མོ་པལ་ཆེ་དཔེ་མཛོད་ཁང་དུ་ཡོད།</p>
May not	<p>1. denial 不许 མི་ཆོག།</p> <p>2. Less than 50% certainty 有可能不 པལ་ཆེར་མི་ཆོག།</p>	<p>1. You may not go to the WC. 你不能去上厕所 ཁྱོད་རང་སྤྱད་ཁང་དུ་སོང་མི་ཆོག།</p> <p>2. She may not be at the library. 她可能不在图书馆 མོ་པལ་ཆེར་དཔེ་མཛོད་ཁང་དུ་མེད།</p>
Might	Less than 50% certainty 有可能 མྱོད་པ།	Yang might help Billy. 杨可能会帮 Billy 的忙 ཡང་གིས་པལ་ཆེར་བེ་ལིན་ལ་རོགས་བྱེད་རྒྱ་རེད།
Might not	Less than 50% certainty 有可能不 པལ་ཆེར་མི་ཆོག།	Yang might not help Billy. 杨可能不会帮 Billy 的忙 ཡང་གིས་པལ་ཆེར་བེ་ལིན་ལ་རོགས་བྱེད་རྒྱ་མ་རེད།
Be supposed to	Expectation 期待 རེ་སྤྲུག།	I am supposed to visit my grandparents this weekend. 我这个周末应该去拜访外公外婆 (别人要我去) གཤམ་འཁོར་འདིར་ང་སྤོ་བོ་དང་སྐོ་མོ་ལ་འཆམས་འདྲིར་སོང་ན་འོས།
Be not supposed to	Not permitted, not allowed 不许 མི་ཆོག།	Yang isn't supposed to use her phone during class. 上课时杨不能用手机 སྤོ་བོ་ཁྱིད་ཀྱི་སྐབས་སུ་ཡང་གིས་ཁ་པར་བཀོལ་ན་མི་འོས།
Should have/ Ought to have	<p>1. past suggestion (过去) 建议 བསམ་འཆར།</p> <p>2. past 90% certainty (过去) 应该 འོས་པ།</p>	<p>1. I should have [ought to have] gone to the doctor. 我本应该去看医生 ང་སྤྱིར་སྐྱེན་པ་ལ་སྟོན་དུ་སོང་ན་འོས།</p> <p>2. She should have [ought to have] done well on the test. 她本应该考得好 མོས་སྤྱིར་རྒྱགས་སྤང་པ་བཟང་ན་འོས།</p>
Shouldn't have/ Ought not to have	<p>1. past suggestion not to do (过去) 建议不做某事 རྟོན་དག་ག་གེ་མོ་ཞིག་མི་སྤྱབ་པར་རེ་བ་འདོན་པ།</p> <p>2. near certainty something won't happen 过去不应该 བྱེད་མི་འོས་པ།</p>	<p>1. She shouldn't have [ought not to have] eaten that old yogurt. 她本不该吃那个已经变质的酸奶 མོས་སྤྱིར་རུལ་ཟེན་པའི་ཞོ་དེ་འཁུང་ན་མི་འོས།</p> <p>2. He shouldn't have [ought not to have] done well on the test – he barely studied! 他一点也没学习, 怎么能考得好呢? ཁོས་སྤོ་བོ་སྤྱོད་གཏན་ནས་མི་བྱེད། རྒྱགས་ཅི་ལྟར་འཕྱོད།</p>
Could have	<p>1. Past possibility (过去) 可能 མྱོད་པ།</p> <p>2. Past suggestion 过去建议 བསམ་འཆར</p>	<p>1. I could have gone to Labrang this holiday, but I didn't want to. 我上个假期有机会去夏河, 但是我想去。 གཤམ་འཁོར་ཕྱིན་མར་ང་ལ་སྐྱབས་ལ་འགོ་བའི་གོ་སྐབས་ཞིག་བྱུང་ཡང་། འོན་ཀྱང་ང་རང་འགོ་མ་འདོད།</p> <p>2. You could have studied harder for yesterday's test. 你应该会再努力的学习准备昨天的考试。 ཁྱོས་ད་དུང་དུར་སྤོ་བོ་བཙོན་བྱས་ནས་སང་ཉིན་གྱི་རྒྱགས་ལ་ག་སྤྲུགས་བྱེད་དགོས།</p>
Couldn't have	1. Past impossibility 过去不可能 མི་མྱོད་པ།	I couldn't have gone to Labrang yesterday – it's too far. 我昨天不能去拉卜楞, 那儿太远了。 ང་ཁ་སང་སྐྱབས་ལ་འགོ་མ་སྤྱབ། དེ་ཐག་ཏུ་ཅང་རིང་།

Would have	<p>1. Past preference 过去比较喜欢，偏爱 འདམ་ད།</p> <p>2. Past possibility (not done) 过去应该（但是没做） འོས་བ འོན་ཀྱང་མ་སྒྲུབ་པ།</p>	<p>1. I would have watched TV last night if I hadn't had to study for the test. 我昨天晚上虽然学习了，但还是想看电视 ངས་རྒྱལ་ས་དེ་ལ་སློབ་སྦྱོང་བྱེད་མི་དགོས་ན། ངས་བརྟན་འཕྲིན་བཟ་ཐུབ།</p> <p>2. I would have gone to Labrang last weekend if I hadn't been busy. 我上个周末如果不忙的话，一定会去夏河的 གལ་ཏེ་གཟའ་ཕུར་མའི་ནང་ང་ལ་ཁོམ་པ་ཡོད་ཆོ། ང་སླ་བྲང་ལ་སོང་ཡོད།</p>
Wouldn't have	<p>Past possibility (not advisable) 过去可能（不建议） རྟོན་དག་ ཞིག་མི་སྒྲུབ་པར་རེ་བ་འདོན་པ།</p>	<p>I wouldn't have done that if I were you. 我是你的话，我不会那样做 གལ་ཏེ་ང་རང་ཁྱོད་ཡིན་ཆོ། ངས་དེ་ལྟར་སྒྲུབ་མི་སྲིད།</p>
May have/ Might have	<p>Past possibility (less than 50% certainty) (过去) 可能 གལ་ཆེར།</p>	<p>She may have [might have] drunk my XiangPiaoPiao, but I don't know. 她可能喝过我的香飘飘，但其实我不知道。 མོས་ཕལ་ཆེར་ངས་ངྷི་ཕྱན་འོ་ཇ་འཐུང་ཡོད་ཀྱི་རེད། འོན་ཀྱང་ངས་མི་ཤེས།</p>
May not have/ might not have	<p>Past possibility (less than 50% certainty) (过去) 可能不 མི་སྲིད་པ།</p>	<p>She may not have [might not have] drunk my XiangPiaoPiao – it could have been someone else. 她可能没喝过我的香飘飘，有可能是别人喝的。 མོས་ཕལ་ཆེར་ངས་ངྷི་ཕྱན་འོ་ཇ་འཐུང་ཡོད་ཀྱི་མ་རེད། མི་གཞན་པས་འཐུང་ཡོད་ཡང་སྲིད།</p>
Must have	<p>Near certainty 应该 འོས་པ།</p>	<p>She must have been sick yesterday. 她昨天肯定（我认为）生病了 མོ་ཁ་སང་ན་བ་ཁོ་ཐག་རེད།</p>
Must not have	<p>Near certainty 应该不 མི་འོས་པ།</p>	<p>She must not have been happy when she heard the news. 当她听说这件事时，我认为她肯定不太高兴 མོས་གནས་ཚུལ་ཏེ་ཐོས་དུས་སེམས་སྒྲོ་བ་ཁོ་ཐག་རེད།</p>

## Appendix 9: Common Conjunctions

- after 以后 རྗེས་སྐྱུ། He brushed his teeth after putting on his clothes.
- although 虽然 ཡིན་ན་ཡང་། Although she was happy to see her parents, she missed her friends at school.
- as 当...时; 像...一样; 因为 སྐབས་དེར། གཅིག་འདྲ། སྐབས་ཀྱིས། As I don't have a phone, I can't call you/ She is as smart as Einstein.
- as a result 因此, 于是, 所以 རྒྱུ་ཀྱིས། སྐབས་ཀྱིས། Tashi studied hard for the test. As a result, he got 100%.
- as if 好像, 似乎 འདྲ་བ། མཚུངས་པ། She looked tired, as if she hadn't slept all night.
- as long as 既然 ཡིན་ཡང་། You can watch TV now, as long as you finish your homework later
- as though 好像, 似乎 (= "as if") འདྲ་བ། གཉིས་སུ་མེད་པ། She looked tired, as though she hadn't slept all night.
- because 因为 རྒྱུ་ཀྱིས། I must go home because my father is very ill.
- before 之前 རྗེས་སྐྱུ། He ate some noodles before he started doing his homework.
- consequently 因此, 于是, 所以 (= "as a result") རྒྱུ་མཚན་ཀྱིས། དེ་བས། I am ill. Consequently, I'm not going to school.
- either...or... 要么...要么... ཡང་ན། This summer, he will travel to either Zeku or Chabcha.
- even if 即使, 纵然 ཡིན་ན་ཡང་། Even if the cafeteria food is bad, I'm still going to eat it.
- even though 即使, 纵然 (=even if) ཡིན་ཡང་། Even though the cafeteria food is bad, I'm still going to eat it.
- however 但是; 不管怎样; 无论 ཡིན་ཡང་། གང་སྟར་ཀྱང་། I hoped I would get the job. However, I didn't/However hard she tried, she could never win a race / Wear your hair however you want.
- if only 只要, 要是...多好, 但愿 གཤམ་རྟེ། གཤམ་སྲིད། If only I had won the race, I would have a lot of money!
- in order to 为了 རྒྱུ་དུ། In order to learn Tibetan quickly, she hired a private tutor.
- instead (of) 与其, 代替 ཆབ་བྱས་ནས། I want to eat noodles instead of dumplings tonight.
- moreover 而且 མ་ཟད། She can speak Tibetan fluently. Moreover, her French is quite good.
- neither...nor... 既不...也 གཉིས་ཀ་ལས་གཅིག་ཀྱང་མི་ཤེས་པ། He can speak neither Amdo dialect nor Lhasa dialect.
- nevertheless 虽则, 不过 ཡིན་ཡང་། It's not perfect. Nevertheless, it's a better plan than the last one.  
not only...but also... 不但...而且 མི་ཚད། ད་དུང་། She likes eating not only tsamba, but also dumplings.
- once 有一次, 曾经, 一旦, 从前 ཐེངས་གཅིག་ རྗེས་ཆད། གཤམ་སྲིད། I will eat once my friends arrive/She was married once.
- rather than 与其... (不如) དེ་ལས། She chose to relax at the hotel rather than go on the hike.
- since 后来; 从...以来; 因为 ཕྱིས་སྐྱུ། She has been married since 2001/ Since the weather is so nice today, let's have a picnic.
- so that 以便 རྒྱུ་དུ། I came to Rebong so that I could see a famous thangka painter.
- than 比 He is smarter than you.
- though 虽然, 但是 ཡིན་ཡང་། Though he is a better basketball player, I am a better football player.
- unless 除非 དེ་མིན་ན། Unless you can stop being selfish, our relationship is over!

- until 直到...时 དེའི་རིང་དུ། You can't eat dinner until you stop fighting with your sister!
- whenever 无论何时, 每当 ཅུས་ནས་ཡིན་ཡང་། Whenever you want to leave is OK with me.
- whereas 而, 反之 ཡིན་ཡང་། He is always modest, whereas his brother is always egotistical.
- wherever 无论在哪里, 不管在哪里 གང་དུ་ཡོད་ཅུང་། Wherever you are, I will come find you.
- while 虽然; 而; 在...时 སྐབས་དེར། While I enjoy eating bananas, he enjoys eating pears/ Some places have earthquakes, while other places have typhoons (台风)/ While we were watching the movie, my girlfriend got up and ran away!

## Appendix 10: Phrasal Verbs Index

NB: Phrasal verbs with more than one meaning have different meanings listed separately.

Ask out	请 (去约会) ཐུགས་འཕྲད་ཁྱ་བ།
Blow out	吹灭, 熄灭 མེ་བསང་བ།
Blow up	放大, 成为重要/严重 ཆེ་ཕྱིན་པ། གནད་དོན་ཆེན་པོར་གྱུར་བ།
Blow up	爆炸 འབར་གོས། འགོས་གཏོར།
Break down	弄坏 གོས་ཆག
Break out	突发, 发生, 起 རྫོག་བར་དུ་བྱུང་བ།
Break up	分手, 分开 ཁ་གྲུས་པ། མཐུག་སྐྱུལ་བ།
Bring about	引起, 使发生 བྱུང་བ།
Bring back	回返 ཕྱིར་ཐོན། ཕྱིར་ཡོང་བ།
Bring together	集合, 汇集, 混合, 结合 འདྲ་འཛོམ། མཉམ་འཛོམས།
Bring up	抚养 གསོ་སྦྱང་། བྱམས་སྦྱང་།
Bring up	提起 རྒྱང་བ།
Call back	给...回电话 ཕྱིར་ཁ་པར་བཏང་བ།
Call off	停止 མཚམས་བཞག་པ།
Call on	探望, 拜访 འཚམས་འདྲི་བྱེད་པ།
Call up	打 (电话) ཁ་པར་གཏོང་བ།
Carry out	实现 མངོན་འགྱུར།
Catch on	(快的) 理解 རྒྱུར་མོར་གོ་བ་ལོན་པ།
Catch on	受欢迎, 流行起来 དགའ་བསུ་ཐོབ་པ། དགའ་མོས་བྱེད་པ།
Cheer up	高兴起来, 鼓舞 དགྲེས་སློབ་པ། སྐུལ་ཕྱགས།
Clean up	收拾, 打扫, 让干净 ལེགས་སྒྲིག་བྱེད་པ།
Come along (with)	跟某人一起去... ལྷན་དུ་ཕྱིན།
Come from	来自 ཡོང་ཁུངས།
Come in	近来 ཉེ་ལམ། ལམ་སང་།
Come over (to)	过来, 来到 རྒྱུར་ཐོན་པ།
Come up with	想出, 提出, 找到 དྲན་པ། རྒྱང་བ། རྟོན་པ།
Cover up	掩盖, 遮掩, 遮盖 བགཁ་པ། མི་མཐོང་བར་བྱས་པ།
Cover up	盖住 ཁ་བརྒྱབ།
Cross out	划掉, 取消 མེད་པར་བྱས་པ།
Cut out (of)	剪下, 除去, 割掉 བཅད་པ། གཏུབ་པ།
Deal with	处理 ཐག་གཅོད།

Do over	再做，重做 བསྐྱར་བཅོས། ཡང་བསྐྱར་བཅོ་བ།
Dress up	穿上盛装 ཐུན་སྒྲོས་པ།
Drop in (on)	顺便访问 ཁོར་དུ་འཆམས་འདྲི།
Drop off	送到 སྐྱར་བ།
Drop out (of)	推出 འདེད་པ།
Eat out	出去吃 ཕྱི་ནས་ཟ་མ་བློས།
Fall down	摔跤 ཐང་དུ་འགྱེལ་བ།
Figure out	弄清楚，搞清楚 ཁ་གསལ། གོ་བདེ།
Fill in	填写 ཁ་སྒྲིང་།
Fill in	暂代，接替 ཚབ་མཚན།
Fill out	填写 ཁ་སྒྲིང་བ།
Fill up	倒满 བཀང་བ།
Find out (about)	查明，发现 རྟོན་པ།
Find out	查明，发现 རྟོན་པ།
Fool around (with)	闲游，玩儿 རྩེད་མོར་གཡེང་བ།
Get along (with)	相处 འདྲེས་པ། གོམས་པ།
Get back (from)	回来 ཕྱིར་འོང་བ།
Get in	进，上 (小车，出租车) ོ་རྒྱངས་འཁོར་སོགས་ལ་ ི་བཟུང་བ།
Get off	下 (班车，飞机，船) ོ་རྒྱངས་འཁོར་སོགས་ ི་ལས་བབས་པ།
Get on	上 (班车，飞机，船) ོ་རྒྱངས་འཁོར་སོགས་ལ་ ི་བཟུང་བ།
Get out (of)	出，下 (小车，出租车) ོ་རྒྱངས་འཁོར་རྒྱུང་བ་སོགས་ ི་ལས་མར་བབས་པ།
Get over	越过，克服，恢复 གཡོལ་བར་བྱས། ཁྱད་དུ་གསང།
Get through (with)	做完，完成 ལེགས་འགྲུབ།
Get together (with)	会面 ཐུགས་འཕམ་བྱས་པ།
Get up	上起来 ཡར་ལངས་པ།
Get up	起床，叫醒 གཉིད་སང་བ།
Give away	送给，赠送 ཐུལ་བ།
Give back	交换 ཕྱིར་སྒྲོད་པ།
Give out	分发 སོ་སོ་སྤྲད་པ།
Give up	放弃 འོར་བ།
Go back (to)	回去 ཕྱིར་སོང་བ།
Go on	继续 ཐུ་མཐུད་དུ། ཐུན་བསྐྱངས་པ།
Go out	出去玩儿 རྩེད་མོར་ཕྱིན་པ།
Go over (to)	去 (某人的家) ཁྱིམ་ཚང་གཞན་ལ་སོང་བ།
Grow up	长大 རྒྱར་སོན་པ།

Hand in	交上 ཡར་སྤང།
Hand out	分发给 མར་བྱིན།
Hang around (with)	和...在一起 ལུ་ཞིག་དང་མཉམ་དུ།
Hang out (with)	和...在一起 ལུ་ཞིག་དང་ལྷན་དུ།
Hang up	挂起来 ཡར་བཏོག་པ།
Hang up	挂断（电话） ཁ་པར་ཁ་གཏན་པ།
Have on	穿着 ཁྱོན།
Hear from	从某人获悉 མི་ཞིག་ལས་དོན་གང་ཞིག་ཐོས་པ།
Help out	帮助 རོགས་རམ།
Keep away (from)	使不接近，敬而远之 ཁྱེད་བཞེད་པ།
Keep on	继续 ལུ་མཐུད་ནས།
Keep up with	齐步前进，并驾齐驱，跟上 གལ་སྤྱིག་ནས་མདུན་དུ་བསྐྱོད་པ།
Lay off	解雇 ལུད་པ།
Leave on	开着 སློ་འབྱེད།
Look into	调查 གཤེབ་གཤེབ། ཚད་གཙོད།
Look out (for)	注意，留心 མཉམ་འཇོག།
Look over	查看，检查 ཚད་གཤེབ།
Look up	查 ཞིབ་གཤེབ།
Make up	捏造，假装 རྒྱལ་ཚོས།
Move in (to)	搬进 འཛུལ་བ།
Move out (of)	搬出 ཐུར་བ།
Pass out	分发 གནང་བ།
Pass out	睡觉，昏倒，晕倒 གཉིད་དུ་ཡུར་བ། མགོ་གཡོམ་སྐྱེས་འཁོར་བ།
Pay back	还给（钱） བྱིར་སྤྲད་པ།
Pick out	选择 གདམ་ག།
Pick up	拿起 བཏུག་པ།
Pick up	恢复 བསྐྱར་གསོ།
Pick up	收到 ལག་སོན་བྱུང་བ།
Point out	提示，指出 དོན་གང་ཞིག་བཟླ་ན་པ།
Print out	打出来（打印） བར་དུ་བཏབ་པ། དཔར་པ།
Put aside	放下，搁置，放在一边 རོགས་སུ་བཞག་པ།
Put away	放下，放回 མར་བཞག་པ།
Put back	放回 བྱིར་བཞག་པ།
Put down	放下 མར་བཞག་པ།
Put down	贬低，羞辱 དམའ་འབེབས།

Put off	推迟 ཕྱིར་འགྱུང་བྱས་པ།
Put on	穿上 ཁྱེན་པ།
Put out	熄灭 གཞེས་པ།
Put up	建造, 举起 བསྐྱུན་པ་འཇམ། དབྱ་བཅུགས་པ།
Put up	张贴, 放 (在上面) རྩེབས་ངོས་སུ་བྱུར་བ།
Put up	提供住宿 རྩོད་ཁང་མཁོ་སྤྲོད་བྱས་པ།
Run into	碰见, 碰头 འཕྲད་པ།
Run out (of)	耗尽 འཛོད་ཚར་བ།
Set out (for)	出发, 离开 (去) བྲལ་ནས་སོང་བ། སོ་སོར་གྱེས་པ།
Set up	设立, 设置, 开办, 建立, 搭建, 组织 བཅུགས་པ། གསར་འབྱེད། སློ་འབྱེད། ཙུ་འཛུགས།
Show off	卖弄, 炫耀 མངོན་པ།
Show up	出现 བྱུང་བ།
Shut off	关 (灯, 电脑) རྩིས་འཁོར་སྐོགས་ཁ་གཏན་པ།
Sign up (for)	报名, 签名, 签约 མིང་ཐོ་འགོད་པ། ཐོ་འགོད་བྱེད།
Sit around (with)	闲 (跟某人) 坐着 མི་ཞིག་དང་ཕྱག་དུ་ཁ་བད་བྱེད་པ།
Sit back	轻松的坐 རྩོད་པོར་བཞུག་པ།
Speak up	大声说 རྒྱུད་གསེང་མཐོན་པོ།
Start over	重新开始 ཡང་བསྐྱུར་མགོ་བརྩམས་པ།
Stay up	不去睡觉 ཡར་བཙོག་ནས་བཞུག་པ།
Stick with	持续, 坚持 རྒྱུན་བསྐྱུངས་པ།
Take back	退回, 收回, 拿回 ཕྱིར་བཟུ་བྱས་པ། ཕྱིར་སློག་པ།
Take off	拿掉 བྱུར་བ།
Take off	起飞 འཕུར་འགོ་བརྩམས་པ།
Take out	取出, 拿出来 བྱུར་བ།
Talk into	说服 (某人做某事) གོ་སྐོན་སློ་འགྲུག
Talk over	讨论 བགོ་སྐྱེད།
Tear down	拆除 གཤག་པ།
Tear out (of)	撕掉 གཤག་པ།
Tear up	撕毁 གཤག་པ།
Think over	考虑 བསམ་གཞིག
Think up	想出, 想起来 དུན་པ།
Throw away	倒 (垃圾) གད་སྒྲིགས་དོར་བ།
Throw out	倒 (垃圾) གད་སྒྲིགས་ཐོད་པ།
Try on	试穿 ཁྱེན་པ།
Try out	试用 བཀོལ་པ།

Turn around	往回走，回来，转身 ཕྱིར་སོང་བ། ལྷུས་པོ་གཡས་གཡོན་དུ་འཁོར་བ།
Turn back	往回走，回来 ཕྱིར་སླེབས་བ།
Turn down	驳回，拒绝 རོས་ལེན་མི་བྱེད་པའམ། འབྲེལ་ཐག་བཅད་བ།
Turn off	关闭 གཏན་པ།
Turn on	开ཕྱེ་བ།
Turn out	出席，出现 མངོན་པ།
Turn over	翻转 འཁོར་བསྐྱོད།
Turn up	来，出现，露面 གསལ་བོར་མངོན་པ།
Wake up	叫醒，起床 གཉིད་ལས་སད་བ། ཡར་ལང་བ།
Watch out (for)	留意，注意 མཉམ་འཛིག
Work out	解决，决定 ཐགས་གཅོད།
Work out	锻炼 སྦྱངས་བདར།
Write down	写下 གྲིས་བ།



# Vocabulary Index

Abnormal (adj)	反常的 བླ་མུན་དང་མི་འདྲ་བ།
Absolute (adj)	完全的, 绝对的 བྱོན་ནས།
Absorb (v)	吸收 རྩལ་བ།
Abstract (adj)	抽象的 རྟོག་ཕྱུར།
Absurd (adj)	荒谬, 荒诞 རྟོག་བཤད།
Abuse (n, v)	虐待 བཟར་གཙོད།
Academic (adj)	学术的 རིག་གཞུང་།
Accept (v)	接受 དང་ལེན།
Accept (v)	接纳 དང་ལེན།
Acceptance (n)	接纳, 接受 དང་ལེན།
Achieve (v)	成就, 实现 མངོན་འགྱུར།
Achievement (n)	成就, 实现 འབྲས་བུ།
Acid (n), acidic (adj)	酸, 酸性的 ཟུར།
Adapt (v)	适应, 使适合 འཕྲོད་པ།
Admission (n)	接纳, 录取, 承认 དང་ལེན། རོས་ལེན།
Admit (v)	承认, 允许 ཁས་ཐོངས་པ།
Admit (v)	接纳, 录取 དང་ལེན་བྱས་པ།
Advanced (adj)	先进的, 高等的 ཐོན་ཐོན། མཐོ་རིམ།
Advantage (n)	好处, 利用, 优势 བཟང་ཆ། བཀོལ་སྤྱོད།
Advise (v), advice (n)	劝告, 忠告, 意见, 建议 བསམ་འཆར།
Advisor (n)	咨询师, 导师, 顾问 སློབ་སྟོན། ཕྱོགས་སྟོན།
Affect (v)	影响 བྱས་ཐུག།
Afford (v)	支付得起 རྟེན་ཅུས་པ།
Affordable (adj)	便宜 རིན་གོང་སྒྲ་བ།
Agricultural (adj)	农业的 ཞིང་ལས།
Agriculture (n)	农业 ཞིང་ལས།
Aid (n, v)	援助, 协助, 帮助 རོགས་རམ།
Alpine (adj)	高山的) རི་མཐོ་བ།
Alternative (adj)	可选, 供选择的 གདམ་ག
Ambition (n)	雄心, 野心 ཐེད་པ།
Ambitious (adj)	雄心, 野心 འདོད་ཐེད།
Analysis (n)	分析, 分解 དབྱེ་ཞིབ།
Analyze (v)	分析, 分解 དབྱེ་ཞིབ་བྱེད་པ།
Anchor (n)	主持人 མདོ་འཛིན་པ།

Annoy (v)	使烦恼, 刺激, 使烦躁 ཁོང་ཁྱོད་སྤྱི་བཤུགས་པ།
Annoyed, annoying (adj)	讨厌的, 麻烦, 欠扁的, 讨厌 ཁྱོད་པ།
Annual (adj)	每年的 ལོ་རེ།
Anxiety (n)	焦虑 བཅུ་མཁའ་ལྟར་།
Anxious (adj)	焦虑的 བཅུ་མཁའ་ལྟར་།
Apparent (adj)	明显的, 表面上的 བྱི་ངོས།
Application (n)	申请 [the paper itself] ལྷན་བྲུ།
Apply (v)	申请 [the action of writing the form] ལྷན་བྲུ།
Appointment (n)	预约, 约会, 约定 དུས་ཆད།
Appropriate (adj)	恰当的, 合适的, 相应的 འོས་མཚམས།
Approximate (adj)	预约, 约会 ཏ་ལམ།
Approximately (adv)	近似, 大约 བལ་ཆེད།
Arctic (adj)	北极的 བྱང་ཕྱོད་སྤྱིང་།
Arrest (n, v)	逮捕 འཛིན་བཟུང་།
Artificial (adj)	人造的 མིས་བཟོས།
Aspect (n)	方面, 面貌 ཕྱོགས་ནས། རྣམ་པ།
Assume (v)	假定 གཤམ་ཏེ།
Assumption (n)	假定 གཤམ་ཏེ།
Atmosphere (n)	大气 རྒྱང་ཁམས་ཆེན་པོ།
Atom (n)	原子 ཏུལ་ཕྱན།
Attack (n, v)	攻击, 抨击, 侵袭 ངོ་སྤྱོད།
Attain (v)	达到, 获得 སླེབས་པ།
Attempt (v)	试图, 尝试 ཚོད་ལྷ།
Attitude (n)	态度, 看法 རྣམ་འགྱུར།
Attractive (adj)	有吸引力的 འགྲུག་ཕྱགས་ཡོད་པ།
Automatic	自动的 རང་འགྲུལ།
Balance (v, n)	平衡的 ངོ་མཉམ་པ།
Balanced (adj)	平衡的 ངོ་མཉམ།
Bargain (n)	便宜 གོང་སྒྲ་བ།
Bargain (v)	砍价 གོང་གཏམ་པ།
Beg (v)	乞讨 སྒོང་བ།
Beneficial (adj)	有益的, 好处的 བན་ཐོགས་ཡོད་པ།
Benefit (n)	有益, 好处 བན་ཐོགས།
Biodiverse (adj)	生物多样化的 རྒྱུས་དངོས་རྩ་མང་ཅན་གྱི།
Biodiversity (n)	生物多样化 རྒྱུས་དངོས་རྩ་མང་ཅན།
Boom (v, n)	兴盛 རྒྱལ་ལུ་དར་བ།

Brand (n)	品牌 ཚོང་རྒྱུ་ལས།
Brave (adj)	勇敢的, 英勇的 བརྟུ་མོད།
Breakthrough (n)	突破 བཟོད་བཞུགས།
Broadcast (n, v)	广播 རྒྱང་བསྐྱུགས།
Budget (n, v)	预算 སྤྱོན་ཅིས།
Burden (n, v)	负担, 重担 འགན་འཁུར། འོས་འགན།
Bust (v, n)	破产, 打破, 坏 གོང་བཞིབ་པ།
Candidate (n)	候选人, 申请人 འོས་མི། རེ་བྱ་འཁུལ་མཁན།
Carbon (n)	碳 ཐན།
Cash (n)	现金 ལག་དངུལ།
Cause (n, v)	起因, 原因, 引起, 导致 འབྱུང་རྒྱུ།
Cell (n)	细胞 ཐ་ཕུང་།
Chart (n)	图表 དཔེ་རེབ།
Chronic (adj)	慢性的 དལ་བའི་རང་བཞིན་ཅན།
Citizen (n)	公民 རྒྱུ་འབངས།
Civilization (n)	文明 དཔལ་ཡོན།
Civilized (adj)	文明的 དཔལ་ཡོན་ཅན་གྱི།
Climate change (n)	全球变暖 སའི་གོ་ལའི་བྱོད་འགྱུར།
Coincidence (n)	巧合 ལྟེན་དབང་།
Collapse (v)	瓦解, 倒塌, 倒下 མགོ་ཉིང་སློག་པ།
Collect (v)	采集, 收集 ཚོལ་བསྐྱུ།
Common (adj)	普通的, 普遍的 རྒྱུར་པ་ཏང་།
Compare (v)	比较 བསྟར་བ།
Comparison (n)	比较 བསྟར་བ།
Compassion (n)	同情 རྟོང་རྩེ་བ།
Compassionate (adj)	同情的 རྟོང་རྩེ་ལྡན་པའི།
Complex (adj)	复杂的 རྟོག་འཛིང་།
Compress (v)	压紧, 压缩 བཙུར་གཞོན།
Concentrate (v)	专心, 集中 སློ་ཅེ་གཅིག་སྒྲིམ།
Concentration (n)	浓度; 集中, 专心 སློ་ཅེ་གཅིག་སྒྲིམ།
Concept (n)	概念 གོ་དོན།
Confidence (n)	信心 རང་རྟོན། ཡིད་ཆེས།
Confident (adj)	有信心的 ཡིད་ཆེས་བཞུན་པ།
Confuse (v)	弄糊涂, 混淆, 搞乱 མགོ་ཉོག་པ།
Confused, confusing (adj)	糊涂, 不清楚 མི་གསལ་བ།
Congratulate (v)	祝贺, 恭喜 རྟོན་འབྲེལ་བྱ་བ།

Congratulations! (n)	祝贺, 恭喜 ཉེན་འབྲེལ།
Consequence (n)	结果 མཐུག་འབྲས།
Consequently (adv)	于是 མཐའ་འབྲས།
Conservation (n)	环保, 节约, 保护 སྔང་སྦྱོབ།
Conservative (adj)	保守党 མཐུགས་འཛིན་ཏང་།
Conserve (v)	保存, 节约 གསོག་འཛོག གྲོན་ཚུང་བྱེད་པ།
Consider (v)	考虑, 考虑到 བསམ་སྒོ་གཏོང་བ།
Considerate (adj)	体贴的, 周到的 འཕྲས་ཚང་བ།
Consideration (n)	考虑, 要考虑的因素 འདང་རྒྱལ་བ།
Consume (v)	消费 འཛད་སྤྱད།
Consumer (n)	消费者 འཛད་སྤྱད་པ།
Context (n)	环境, 上下文 ཁོར་ཡུག གོང་འོག
Contribute (v)	捐献, 贡献, 造成 འབྲུལ་བ།
Contribution (n)	造成, 捐献, 贡献 ལག་རྒྱུ།
Control (v, n)	控制 ཚད་འཛིན།
Controversial (adj)	有争议的 ཚད་བྲེང་ཅན།
Coral reef (n)	珊瑚礁 ཐུའི་ཕྱོང་གི།
Corrupt (adj)	腐败的 ཐུལ་སོང་།
Corruption (n)	腐败 ཐུལ་སོང་།
Cost (n, v)	价格, 成本, 估价, 代价 མ་ཅ།
Courage (n)	勇气 སྤོང་སྟོབས།
Courageous (adj)	勇敢的 སྤོང་སྟོབས།
Cowardly (adj)	怯懦的, 胆小的 ལྷུང་མ།
Creative (adj)	独创的, 创意 གསར་གཏོད།
Credit (n)	信用 ཡིད་ཆེས།
Crime (n)	犯罪 ཉེས་བ།
Criminal (n)	罪犯 ཉེས་ཅན།
Criticism (n)	评论, 批评 དཔྱད་བརྗོད། དགག་བཞག
Criticize (v)	评论, 批评 དཔྱད་བརྗོད་ཐེལ་བ།
Cultural (adj)	文化的 རིག་གནས།
Culture (n)	文化 རིག་གནས།
Cure (n, v)	治好, 治愈, 治疗 སྒྲུབ་གསོ།
Curiosity (n)	好奇 མཚར་སེམས། མཚར་སྤང་།
Curious (adj)	好奇的 མཚར་སེམས།
Custom (n)	习惯 གོམས་སྒྲུལ།
Cycle (n)	循环 འཁོར་བསྐྱོད།

Cynical (adj)	愤世嫉俗的 ཡོད་ཚད་ལ་ཚིག་པ་བླ་བ།
Data (n)	材料, 数据 རྒྱ་ཆ། གཞི་འཛིན་གྲངས།
Debate (n, v)	讨论, 辩论 ཚོད་པ།
Debt (n)	债务 བཏུལ།
Deciduous (adj)	落叶的 རྩོད་ལོ་སར་ལྷུང་བ།
Decrease (v)	减少 རྒྱུང་།
Defeat (n, v)	战败, 失败 བཅ་པ།
Deforestation (n)	滥发森林 རྣལ་མོགས་རྩེ་ལྷུང་ལ་སོང་བ།
Degrade (v)	退化, 侵蚀, 降低, 贬低 རྩུག་
Degree (n)	学位 བསྐབ་གནས།
Depend on (v)	依靠, 依赖, 信赖 བརྟེན་པ།
Deplete (v)	大量消耗, 枯竭 འཛད་སྤྱད་ཆེན་པོ་བཏང་བ།
Depressed (adj)	沉闷, 忧郁 བཅས་སྤྱག་པ། བཅས་མི་དྲངས་པ།
Depressing (adj)	沉闷, 忧郁 བཅས་མི་དྲངས་པ།
Desert (n)	沙漠 ཐུ་མ།
Desertification (n)	沙漠化 ཐུ་འབྱུར།
Deserve (v)	值得 རིན་ཐང་ཡོད་པ།
Destroy (v)	毁掉, 毁灭 མེད་བསྐྱལ་ལ་བཏང་བ།
Develop (v)	发展 འཕེལ་བྱས།
Development (n)	发展 འཕེལ་བྱས།
Devour (v)	吞吃, 毁 བྱིར་མིད།
Diagnose (v)	诊断 བརྟག་དཔྱད།
Disadvantage (n)	不利, 劣势 ཞན་ཆ།
Disappoint (v)	使失望 ཡིད་ཆེད་པ།
Disappointed (adj)	失望的, 不争气, 不给力 ཡིད་ཆེད་པ། ཁོག་དཔུང་ཤོར་བ།
Disappointing (adj)	失望的, 不争气, 不给力 ཡིད་ཕམ་པ།
Disaster (n),	灾祸 གཞོད་སྤྱོད། གཞོད་འཆོ།
Discipline (n, v)	约束, 纪律 བཀག་བསྐྱུལ། སྤྱིག་ཡིག་
Discount (n, v)	折扣 རྩེབ་ཚང་།
Discourage (v)	使泄气, 劝某人不做某事 ཡིད་ཕམ་པར་བྱས་པ།
Discover (v)	发现, 探索 རྟོན་པ། རྟོག་དཔྱད།
Discovery (n)	发现, 探索 རྟོན་པ།
Discriminate (v)	歧视 བྱད་གསོད།
Discrimination (n)	歧视 བྱད་གསོད།
Disease (n)	疫病 རྣད་ཡམས།
Distinguish (v)	辨别, 差别 དཔྱེ་འགྱེད།

Disturb (v)	打扰，弄乱，使心烦 དལ་འགོར་བྱས་པ།
Diverse (adj)	多样化的 ལྷ་མང་ཅན།
Diversity (n)	多样化的 ལྷ་མང་ཅན།
Domestic (adj)	国内；家用的；驯养的 རྒྱལ་ནང་། ཁྱིམ་སྤྱོད།
Download (v)	下载 སལ་ལེན།
Earn (v)	挣得，赚得 གསོག་པ།
Ecology (n)	生态，生态学 རླུང་དངོས།
Economic (adj)	经济的 དཔལ་འབྱོར།
Economy (n)	经济 དཔལ་འབྱོར།
Ecosystem (n)	生态系统 རླུང་ཁམས་མ་ལག།
Effect (n)	影响，效果 རྒྱལ་ཁྱེན།
Effective (adj)	有效的 རུས་ལྡན།
Egotistical (adj)	自大的 རང་རྩོམ།
Element (n)	要素，元素 ཆ་ཤས།
Embarrass (v)	难堪，为难 རོ་ཆ་བ། ཁ་རླུངས་པ།
Embarrassed (adj)	尴尬，难堪的 ཁ་རླུངས་པ།
Embarrassing (adj)	尴尬，难堪的 ཁ་རླུངས་པ།
Emergency (n)	紧急 རྒྱལ་བ་ཆེ་བ།
Emissions (n)	排放 བཏང་བ།
Emit (v)	排放，发出 གཏོང་བ།
Encourage (v)	鼓励 རྟིང་སྤྱལ།
Endangered species (n)	濒危物种 རྟེན་ཁར་ཐུག་པའི་སྟོན་ཆགས།
Enemy (n, adj)	敌军，敌人 དག་གོ།
Energetic (adj)	积极的，有活力，经历充沛 རྟོབས་ལྡན།
Energy (n)	能量 རུས་ཐུགས།
Entertainment (n)	娱乐 རྟོན་མོ།
Enthusiastic (adj)	热心的 རྩོལ་ཡོད་པ།
Environment (n)	环境 རོར་ཡུག།
Epidemic (n)	疫病 འགོས་ནད།
Equal (adj)	平等 འདྲ་མཉམ།
Equality (n)	平等 འདྲ་མཉམ།
Equipment (n)	设备，装备 རྩིག་ཆས།
Estimate (v, n)	估计，评估 རྟོན་དཔག།
Ethical (adj)	道德的 རྒྱན་སྤྱོད།
Ethics (n)	道德伦理 རྒྱན་སྤྱོད་མ་ལག།
Event (n)	发生的事情，重要的事情 རོན་ཁྱེན།

Evergreen (adj)	常绿的, 常青的 ལྗང་མདོག
Evidence (n)	根据, 物证, 迹象 བདེན་དཔང་།
Evolution (n)	进化, 演变 འཕེལ་འགྱུར།
Evolve (v)	进化, 演变 འཕེལ་འགྱུར།
Excited, exciting (adj)	兴奋 སྤོངས་བརྟན་པ།
Expect (v)	预料, 期待 ཡིད་ཚད། རེ་སྤྲུག
Expense (v)	经费, 费用 མ་དངུལ།
Experiment (n, v)	实验, 试验 ཚད་ལྟ།
Extinct (adj)	灭绝的 མཉམ་པ། ཚར་བ།
Extinction (n)	灭绝 ཚར་བ།
Fact (n)	真相, 事实 དོན་དངོས།
Factor (n)	因素 རྒྱ་རྒྱུ།
Fall (n, v)	下降 ལྷུང་བ། འགྲིབ་བ། གྲི་བ།
Famine (n)	饥荒 ལྷོག་སྒོམ།
Fascinate (v)	使着迷 ཡིད་འཕྲོག་པ།
Fascinated (adj)	迷人的 ཡིད་འཕྲོག་པ།
Fascinating (adj)	迷人的 ཡིད་འཕྲོག་པ།
Finance (n)	财力, 财政, 资金 དངུལ་ལོ། མ་དངུལ།
Finances (n)	财政, 理财 རྩོམ་མིང། དངུལ་ལོ།
Financial (adj)	财力, 财政, 资金 རྒྱ་ཤུགས། རྩོམ་མིང། མ་དངུལ།
Financial aid (n)	助学金, 经济资助 སློབ་ཡོན་རོགས་དངུལ།
Food web (n)	食物网 བཟའ་བྱའི་དྭ་བ།
Forbid (v)	禁止 བཀག་འགོག
Forbidden (adj)	禁止的 བཀག་འགོག
Forest (n)	森林 རྣམས་ཚལ།
Forgive (v)	原谅, 宽恕 དགོང་དག བཟོད་སྒོམ།
Forgiveness (n)	宽恕 དགོང་དག
Fragile (adj)	易损的, 纤巧, 薄弱的 ཆག་སྒྲ་བ།
Freshwater (n, adj)	淡水的 འཕྱང་མུ།
Frighten (v)	使惊恐 འཇིགས་སྒྲུག
Frightened (adj)	可怕, 恐怖 འཇིགས་སྒྲུག
Frightening (adj)	可怕, 恐怖 འཇིགས་སྒྲུག
Fuel (n)	燃料 འབར་རྩལ།
Fundamental (adj)	根本的 རྩ་བ།
Fundamentally (adv)	根本地 རྩ་བའི་ཆ་ནས།
General (adj)	普遍的, 一般的, 总的 རྒྱུར་བརྟང་།

General (n)	将军 དམག་དཔོན།
General (n)	一般来说 ཟྱིར་བཤད་ན།
Generally (adv)	大体上，通常，普遍地 ཟྱིར་བཏང་།
Generous (adj)	大方，大量，厚道 གཏོང་ཕོད་ཆེ་བ།
Global warming (n)	全球变暖 སའི་གོ་ལ་ཇེ་དྲོར་འགོ་བཞིན་པ།
Goal (n)	目标 དམིགས་ལུ།
Government (n)	政府 སྲིད་གཞུང་།
Graph (n)	图表 དཔེ་རིམ།
Grassland (n)	草原 ལྗ་ཐང་།
Greenhouse gases (n)	温室气体 དྲོད་ཁང་།
Habitat (n)	栖息地 སྡོད་གནས།
Heal (v)	愈合，痊愈，治愈 རད་གསོ།
Healthcare (n)	医疗保健 རད་གསོ།
Honest (adj)	诚实的 དྲང་མོ།
Honesty (n)	诚实 གཞུང་དྲང་།
Honor (n, v)	自尊，荣誉 གཟི་བརྟེན།
Honorable (adj)	光荣的，真正的 གཟི་བརྟེན།
Humble (adj)	谦虚 ཁེང་སྦྱང་།
Humbly (adv)	谦虚地 ཁེང་སྦྱང་།
Idealistic (adj)	理想的 རེ་འདུན།
Identity (n)	身份，认同 ཐོབ་ཐང་།
Ideology (n)	主义，意识形态 རིང་ལུགས། འདུ་ཤེས་འཛིན་སྟངས།
Ill (adj)	有病的 རད་ཕོད་པ།
Illegal (adj)	非法 བྱུངས་འགལ།
Illness (n)	病 རད།
Illogical (adj)	不逻辑的 གཏན་ཚིག་དང་འགལ་བ།
Impatient (adj)	不耐烦 ལུན་སྒྲུང་སྦྱེས་པ།
Impress (v)	给...极深的印象，印象深刻 བག་ཆགས།
Impressive (adj)	给...极深的印象，印象深刻 བག་ཆགས།
Inappropriate (adj)	不合时宜，不恰当，不相宜 མི་འོས་པ། མི་རན་པ།
Increase (v)	增长 འཕེལ་བ།
Independent (adj)	独立的 རང་མགོ་ཐོན་པ།
Industrial (adj)	工业的 བཟོ་ལས།
Industry (n)	工业 བཟོ་ལས།
Infer (v)	推论，推断 རིག་འདེད།
Inflation (n)	通胀 སྒངས་པ།

Influence (v, n)	影响 རྒྱལ་སྐྱེད།
Injure (v)	伤害, 受伤 རྒྱལ་ཐོག་པ།
Injured (adj)	伤害, 受伤 རྒྱལ་ཐོག་པ།
Injury (n)	伤害, 受伤 རྒྱལ་སྐྱེད་བྱུང་བ།
Insensitive (adj)	未意识到的, 漠不关心, 不顾 མ་ཤེས་པ།
Insensitivity (n)	未意识到的, 漠不关心, 不顾 མ་ཚར་བ།
Inspiration (n)	灵感 ཚཱ་བ།
Inspire (v)	激励, 唤起, 鼓舞 ཉིང་སྐྱེལ།
Inspired, inspiring (adj)	激励, 唤起, 鼓舞 ཉིང་སྐྱེལ།
Insurance (n)	保险 ལག་ཐེག
Intellectual (adj, n)	智力的, 知识分子 རིག་པ། ཤེས་ཡོན་པ།
Intelligence (n)	才智, 理解力 འཛོལ་ཐང་།
Intelligent (adj)	聪明的, 智能的, 明智的 རྒྱུང་ལྷུང་།
Interest (n)	利益 ཁེ་ཕན།
Interest (v)	使感兴趣 སློབ་པ་ཡོད་པ།
Internet (n)	因特网 དབྱིན་ཐུང་གྲུ།
Interpret (v)	阐释, 解释 འགྲེལ་བཤད།
Interpretation (n)	阐释, 解释 འགྲེལ་བཤད།
Interview (n, v)	面试, 采访 བཅར་འཛི།
Invent (v)	发明 གསར་གཏོད།
Invention (n)	发明 གསར་གཏོད།
Invest (v)	投资 མ་རྩ་བཏང་བ།
Investment (n)	投资 མ་རྩ་བཏང་བ།
Irrational (adj)	不合理的 གནས་ལུགས་དང་མི་མཐུན་པ།
Irritate (v)	刺激, 使烦躁, 使不舒服 ཁོང་ཁྲོ་སྒངས་པ།
Irritated, irritating (adj)	烦人的 རྒྱལ་སྐྱེད་བྱུང་བ།
Judge (n)	法官 ཁྲིམས་དཔོན།
Judge (v)	判断, 判决 བཅར་ཤ་གཙོད་པ།
Judgment (n)	判断, 判决 ཁྲིམས་གཙོད།
Just (adj)	公平的 འདྲ་མཉམ་གྱི།
Justice (n)	公平 འདྲ་མཉམ།
Laboratory, lab (n)	研究室, 试验室 ཚད་ལྟ་ཁང་།
Law (n)	法律 ཁྲིམས་ལུགས།
Liberal (adj)	自由党 རང་དབང་ཏང་།
Limit (n)	限制 ཚད་བཀག
Limited (adj)	限制, 有限的 ཚད་བཀག ཚད་ཡོད་པ།

Litter (v, n)	乱丢杂物 གང་སྒྲིགས་གང་འདོད་དུ་གཞུག་པ།
Live (adj)	直播 ཐང་གཏོང་།
Loan (n)	贷款 བསྐྱིལ་པ།
Logic (n)	逻辑 གཏན་ཚིགས།
Logical (adj)	逻辑的 གཏན་ཚིགས་ཀྱི།
Logo (n)	标识 མཚན་ཉགས།
Loyal (adj)	忠诚的 སློང་ཀར་པ།
Loyalty (n)	忠诚 སློང་ཀར་པ།
Machine (n)	机器 འཕྲུལ་ཆས།
Magnificent (adj)	出色的 འབྱུང་ཏུ་ཐོན་པ།
Majority (n)	多数 མང་ཤས།
Make fun of (phrasal verb)	嘲弄，取笑 འཕྱ་དམོད།
Manual (adj)	用手的，体力的 ལུས་ཤུགས།
Manually (adv)	用手的，体力的 ལུས་ཤུགས།
Marine (adj)	海洋的 རྒྱ་མཚོ་ཡི།
Market (n)	市场 ཚོང་ར།
Media (n)	媒体 རྒྱ་མང་གཟིགས།
Medical (adj)	医疗的 རན་བཅས།
Military (n, adj)	军队，军事 དམག་དབྱང་། དམག་དོན།
Minority (n)	少数 ཉུང་ཤས།
Misfortune (n)	不幸 བག་མི་ཤེས་པ།
Modest (adj)	谦虚，朴素的 ཁེངས་སྦྱངས།
Monitor (v)	监控 ཚོད་འཛིན།
Moral (adj)	道德的，道义的 ཀུན་སྦྱོང།
Moral (n)	寓意 ཀུན་སྦྱོང།
Morality (n)	道德伦理 ཀུན་སྦྱོང་།
Morals (n)	道德，道义的 ཀུན་སྦྱོང།
Murder (n, v)	谋杀 རྒྱུ་གཞོད།
Mysterious (adj)	神秘的 རྒྱུ་ལྗང།
Mystery (n)	神秘 རྒྱུ་ལྗང།
Natural resources (n)	自然资源 རང་བྱུང་ཐོན་ཁུངས།
Normal (adj)	正常的，一般的 རྒྱུ་ལྗང།
Object (v)	反对 མི་འཐད་པ།
Objective (adj)	客观的 དངོས་ཡོད།
Obvious (adj)	明显的 གསལ་བོ་ཡིན་པ།

Offend (v)	得罪 བོག་ཐུག་བཏང་བ།
Offended, offending (adj)	无礼的, 得罪的, 丧德 བོག་ཐུག་བཏང་བ།
Oil spills (n)	漏油 ལྷུ་མ་ཐེགས་པ།
Online (n)	网上, 在线的 ཏ་ཐོག
Opinion (n)	观点 ལྟ་བ།
Optimistic (adj)	乐观的 ལྷོ་ལྷང་རིང་ལྷགས།
Origin (n)	起源, 来源 མཆེད་ཁུངས།
Original (adj)	最初的, 原作的, 独创的 གདོད་མ། མ་ཡིག།
Original (adj)	独创的, 创意 གདོད་མ།
Originate (v)	起源, 来源 མཆེད་ཁུངས།
Out of control (adj)	失控 ཆོད་འཛིན་ཁྱེད་མི་རུས་པ།
Outcome (n)	结果 མཐུག་འབྲས།
Overconsumption (n)	消费过多 ཆད་བཟུལ་གྱི་མཛད་སྤྱོད།
Overfishing (n)	捕捞过度 ཉ་སྐྱུ་འཛིན་རྒྱ་མང་དྲགས་པ།
Overpopulation (n)	人口过多 མི་གངས་ཆད་ལས་བཟུལ་བ།
Pain (n)	疼痛 ར་ལྷག
Painful (adj)	疼痛的 ར་ལྷག་ཆེ་བའི།
Paragraph (n)	段落 དུ་མ་ཆན། ཆན་པ།
Patient (adj)	耐心的 བཟོད་སེམས་ལྡན་པའི།
Peace (n), peaceful (adj)	和平 ཞི་བདེ།
Perseverance (n)	恒心, 毅力 བཟོན་འགྲུས། ལྷིང་ལྷས།
Persevere (v)	恒心, 再接再厉 ཏུར་བཟོན། ཏུར་ཐག་འབད་ཐག
Persuade (v)	说服 གོ་སློན་སྒོ་འགྲུག
Persuasive (adj)	说服力的 གོ་སློན་སྒོ་འགྲུག
Pessimistic (adj)	悲观的 ལྷོ་ལྷང་རང་ལྷགས།
Philosophy (n)	哲学 མཚན་ཉིད་རིག་པ།
Pointless (adj)	无意义的, 无畏 འོན་མེད། ཉོག་གཏམ།
Policy (n)	政策 སྤྱིད་ལྷས།
Political (adj)	政治的 ཆབ་སྤྱིད་ཀྱི།
Politics (n)	政治 ཆབ་སྤྱིད།
Pollution (n)	污染 འབག་བཙོག
Poverty (n)	贫穷 དབྱུང་བོ།
Power (n, v)	能量, 力量 ལྷོབས་ལྷགས།
Practical (adj)	实践的, 实用, 有实际经验的 བཞོལ་སྤྱོད་ཆེ་བའི།
Precipitation (n)	降水 གུངས་ཀ རལའ་དབྱགས་སྐྱེས་མར་འབྱིབ་པ།

Predator (n)	捕食[ཁ་བས་འཚོལ་བ།]
Predicament (n)	困境[དཀའ་རྒྱུན།]
Pregnancy (n)	怀孕, 孕期[སྐྱུ་མ་མ།]
Pregnant (adj)	怀孕[མངལ་སྐྱུ་པ་འི།]
Pressure (n, v)	压力 [གཞོན་ཤུགས།]
Prevent (v)	阻止, 防止 [འགོག་རྒྱུན།]
Prevention (n)	预防 [སྔོན་འགོག།]
Prey (n)	捕获, 猎物 [རྫོན་པ།]
Pride (n)	自豪, 傲慢 [ང་རྒྱལ།]
Principle (n)	正直, 原则 [ཅུ་དོན།]
Priority (n)	优先, 重要, 重视[མཐོང་ཆེན།]
Private (adj)	私人的[ཁི་སྒྲེར་གྱི།]
Probable (adj)	可能的, 也许
Procedure (n)	程序, 步骤 [གོ་རིམ། ལས་རིམ།]
Produce (v)	促成, 产生 [ཐོན་སྐྱེད།]
Producer (n)	生产者; 制片人 [ཐོན་སྐྱེད་བྱེད་མཁན།]
Profess (v)	表明, 声称, 宣称
Profit (n, v)	利润, 获益 [ཁེ་ཕན།]
Program (n)	程序 [ལས་རིམ། གོ་རིམ།]
Progress (n, v)	进步 [འཕེལ་རྒྱལ། ཡར་ཐོན།]
Proposal (n)	提议, 提出, 提案 [རེ་བྲ། སྟན་བྲ།]
Propose (v)	提议, 提出, 提案[རེ་བྲ། སྟན་བྲ།]
Protect (v)	保护[སྲུང་སྐྱོབ་བྱེད་པ།]
Protection (n)	保护[སྲུང་སྐྱོབ།]
Proud (adj)	自豪的[ང་རྒྱལ་ཆེ་བའི།]
Provide (v)	提供, 供应 [མཁོ་འདོན།]
Psychologist (n)	心理学家[སེམས་ཁམས་རིག་པ་བ།]
Psychology (n)	心理学[སེམས་ཁམས་རིག་པ།]
Purpose (n)	目的, 目标[དམིགས་ཡུལ།]
Put into practice (idiom)	实施[ལག་བསྟར།]
Race (n)	种族 [རིགས་རྒྱུད།]
Racial (adj)	种族的[རིགས་རྒྱུད་རང་བཞིན་གྱི།]
Rare (adj)	罕见的 [དཀོན་པོ།]
Rational (adj)	合理的 [དོན་མཐུན།]
Realistic (adj)	现实的, 实际的 [དངོས་ཡོད།]

Reassure (v)	使安心 སེམས་བདེ་བར་བྱེད་པའི།
Reassured (adj)	让人安心的, 宽心 ལྷོད་གཡེང་། བག་ཐེབས།
Reassuring (adj)	让人安心的, 宽心 བག་ཐེབས་པའི།
Recycle (v)	回收利用 བསྐྱར་བཞོད།
Reject (v)	不接受 ཅོས་ལེན་མི་བྱེད་པ།
Relieve (v)	减轻 ཇི་ཡང་།
Relieved, relieving (adj)	减轻, 宽心 ཇི་ཡང་དུ་གཏོང་བའི། ཆོས་ལུགས།
Religion (n)	宗教 ཆོས་ལུགས།
Religious (adj)	宗教的 ཆོས་ལུགས།
Rely on (v)	依靠, 依赖, 信赖 བརྟེན་པ།
Renewable (adj)	可再生的, 可更换的 ཡང་བསྐྱར་བཞོལ་ཆོག་པ།
Represent (v)	表示, 体现 མངོན་ཚུལ།
Research (n, v)	研究, 调查 ཞིབ་འཇུག ཞིབ་གཤེས།
Resourceful (adj)	智者, 足智多谋, 机智 སྤྱང་གྲུང་ལུན་པ།
Respect (n, v)	尊敬, 尊重 བརྩི་བཀྱར།
Respectful (adj)	恭敬的, 尊敬的 བཀྱར་འོས་པའི།
Ridiculous (adj)	荒谬的 དགོང་བོ་བའི།
Rise (n, v)	上升, 兴起 མཐོ་སྒྲོལ་པ། ཡར་ཐོན།
Risk (n, v)	风险, 冒险 ཉེན་ཁ།
Run out (phrasal verb)	用完, 耗尽 འཛད་ཆར་བ།
Satire (n)	讽刺 ཟུར་ཟ། ཙཱ་འདྲི།
Satirize (v)	讽刺, 讥讽 ཟུར་ཟ་བྱེད་པ།
Satisfying (adj)	令人满意的 ཡིད་ཚུམ་པ།
Scandal (n)	丑闻 གནས་ཚུལ་ངན་པ།
Sensible (adj)	懂事, 正当 བསམ་ཤེས་པ།
Sensitive (adj)	善解人意的, 名感的, 感情 ཆར་སྒྲུང་ཐབ་པའི། རྣེ་ཆར།
Sensitivity (n)	名感性, 感情 ཆར་བ་རྣེན་པོ།
Separate (v, adj)	隔离, 分开的, 单独的, 分局 ཁ་འཐོར་བའི། ཁ་བྲལ་བའི།
Severe (adj)	严重 ཆབ་ཆེན།
Shock (v)	震惊, 震慑 ཏུ་ལས་པ།
Shocking, shocked (adj)	骇人听闻, 令人吃惊 གཞན་སེམས་སྒྲལ་བའི།
Significance (n)	意义 ཉན་སྒྲིང་།
Significant (adj)	意义的 ཉན་སྒྲིང་ལུན་པའི།
Situation (n)	情况 གནས་ཚུལ།
Skeptical (adj)	怀疑的 ཉག་སྒྲིང་།

Slave (n)	奴隶 བླ་མ་གཞིག་
Slavery (n)	奴隶制 བླ་མ་གཞིག་ལམ་ལུགས་
Slogan (n)	口号，标语，短语 འབོད་སྒྲ། མཛད་འབོད། ཁ་གཡང་། གསུང་ཚིག་
Social (adj)	社会的，社交的，群居的 སྤྱི་ཚོགས་ཀྱི་
Society (n)	社会 སྤྱི་ཚོགས་
Software (n)	软件 རྒྱུ་ལུ་འཁོར་སོགས་ཀྱི་མཉེན་ཆས་
Species (n)	种 (for living things) རིགས་
Specific (adj)	具体，特定 ཞིབ་ཐུ།
Specifics (n, pl)	细节 ཞིབ་ཐུ།
Stable (adj)	稳定的 བརྟན་པོ།
Stingy (adj)	吝啬的 སེར་སྒྲ་ཆེ་པ།
Strength (n)	优点，力气，力量 སྟོབས་ལུགས་
Study (n)	研究 ཞིབ་འཇུག་
Subjective (adj)	主观的 རང་ངོས། རང་ཤེད།
Success (n)	成功 རྒྱལ་ཁ།
Successful (adj)	成功的 རྒྱལ་ཁའི།
Support (n, v)	支持，帮助，资助，支援 རོགས་རམ། རོགས་འདེགས་
Supportive (adj)	支持的，帮助的 རྒྱབ་སྐྱོར། རོགས་རམ།
Surprising, surprised (adj)	意外的，吃惊的 རོ་མཚར་བའི། ཏ་ལས་བའི།
Suspicious (adj)	可疑的 ཐེ་ཚོམ་ཐ་བའི།
Symbol (n)	象征，符号，标志 མཚན་ཉགས་
Symbolize (v)	象征，代表 མཚན་ཉགས་ མཚན་བྱེད།
Symptom (n)	症状，征兆 རྟན་ཉགས་
Tax (n, v)	税 ཁྲལ། བྱ་ལག་
Technology (n)	技术，工艺 ལག་རྩལ། རྒྱ་རྩལ།
Terrorism (n)	恐怖（主义） འཛིགས་སྒྲུལ་ རྒྱུ་རྩལ་གསོ།
Theft (n)	盗窃 རྒྱུ་འཕྲོག་
Theme (n)	主体，主旋律 བརྗོད་གཞི། བརྗོད་སྒྱེད།
Theory (n)	理论 གཞུང་ལུགས་
Thief (n)	小偷 རྒྱུ་མ།
Thrifty (adj)	节俭的 རྩོན་ཆུང་།
Tolerance (n)	容忍，忍受，忍耐力 བཟོད་བསམ། བཟོད་སྒོམ།
Tolerant (adj)	宽容的，容忍的 སྐམ་བསྐྱེད། རྒྱ་ཡངས་བའི།
Tolerate (v)	容忍，忍受 བཟོད་སྒོམ།
Tone (n)	格调，语气 མཛད་གདངས་

